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ABSTRACT

Seventeen library goals of the Santa Barbara High School District are listed along with the objectives and program description for each goal. The duties of the professional librarian and the supporting staff are given for each goal as well as a method of evaluating the program. The appendices contain standards for library materials, staffing, facilities and equipment. A multiple choice test of library skills and knowledge and several statements concerning freedom to read are also appended. (NH)

LI 002 838

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LI 002 838

LIBRARIANS' WORK

SANTA BARBARA HIGH S

1970-71

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and the

LIBRARY GOALS OBJECTIVES PROGRAM

ANS' WORKSHOP

ARBARA

HIGH SCHOOL

DISTRICT

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SANTA BARBARA HIGH SCHOOL DISTRICT
LIBRARIANS' WORKSHOP

A REPORT TO THE BOARD OF EDUCATION:
LIBRARY GOALS, OBJECTIVES, AND PROGRAM

For the 1970-71 school year, the Santa Barbara High School District funded a PPBS (Planning, Programming, Budgeting System) Workshop for librarians. Mr. Paul Jillson, Santa Barbara County Schools, served as consultant and librarians in the county were invited to attend the forty-hour workshop. This report contains the results -- the program goals, objectives and program description.

True behavioral objectives (see definition in glossary) contain many parts. The objectives in this report as a whole include only the first two elements -- who is to perform the behavior, and what behavior is expected to occur. The percentages are only an educated guess. A second workshop has been requested for 1971-72 to continue work on objectives, to design tools to be used in evaluation, and test the tools and procedures. As this work is done, constraints will be revealed. Eventually, with the Board of Education indicated priorities, the program budget will develop into a multi-year financial plan.

We have engaged in this project in a belief that libraries can best be evaluated by more than circulation statistics and head counts. There has been an attempt to include quality factors and behavior that would reflect attitudes. Our main concern is with human beings and we do not believe behavioral objectives are worthwhile if they force individuals into a mold and thereby destroy human relationships. We are also aware of the many difficulties in evaluation and do not pretend that any of these objectives, or their achievement, is solely a result of our effort, but we are aware that they relate to those adopted by the Santa Barbara High School District Board of Education and will relate to those developed by teachers. We do feel, however, that these objectives are the proper concern of librarians and that our services can affect behavior in these areas.

The value of the workshop has been in sitting down together and discussing our goals and expectations, and we hope this report will aid in communicating them to others. The libraries in the district vary in response to the school's philosophy and its educational program as well as constraints of the facility. In some cases the librarian is also responsible for textbooks and audio-visual equipment. This report is a guide, with each high school expected to develop its own set of priorities.

Situations change and therefore goals and PPBS techniques change. Your constructive comments about this report are needed to keep us up with the ever changing educational scene, going beyond requirements of the instructional program, and unfolding for the many private quests of children and young people the imagination of mankind.

We wish to thank Dr. J. Roy Barron, Director of Instr
developing the script to visualize this report. Our than
helping us.

Participants:
Santa Barbara High School District: Mrs. Olma B. Bowman,
Casteel, San Marcos High School; Mrs. Marilyn Harris, La C
Heckman, Instructional Materials; Mrs. Marion Nydegger, S
Marjorie B. Rankin, Goleta Valley Junior High School; and
High School.
Carpenteria High School District: Mr. Peter Barnett, Carp

. J. Roy Barron, Director of Instructional Materials, for taking the slides and visualize this report. Our thanks also to Mr. Paul Jillson for his skill in

Marilyn Guillaume, Dos Pueblos High School
Co-ordinator

May 20, 1971

ol District: Mrs. Olma B. Bowman, Santa Barbara High School; Miss Mariam E.
h School; Mrs. Marilyn Harris, La Cumbre Junior High School; Mrs. Loucile R.
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eta Valley Junior High School; and Mrs. Phyllis B. Stier, La Colina Junior

District: Mr. Peter Barnett, Carpenteria High School.

SANTA BARBARA HIGH SCHO
INSTITUTIONAL GOALS FOR INSTR

Each student will have the opportunity:

to acquire an understanding of himself and an ap

to acquire understanding and appreciation of per
groups;

to acquire the attitudes associated with respons

to prepare for a world of rapid change which wil
his life;

to acquire the knowledge and skills needed to de

to acquire the knowledge and skills needed for c

to develop competence in decision-making, indepe
for decisions made;

to acquire to the fullest extent possible for hi
words and numbers;

to acquire an understanding of human achievement
the humanities, and the arts;

to acquire an understanding of the good health h
emotional well-being;

for development of creative expression;

to develop the knowledge and skills suited to his

Division of Instructional Services
12/31/69
Approved by the Santa Barbara High School District
Board of Education

ARA HIGH SCHOOL DISTRICT
ALS FOR INSTRUCTIONAL PLANNING

elf and an appreciation of his worthiness as a member of society;

iation of persons belonging to all social, cultural, and ethnic

with responsible citizenship;

nge which will require a continuing education throughout

needed to develop his capacity for inquiry;

needed for competence in problem solving.

naking, independent judgment, and acceptance of responsibility

ossible for him mastery of the basic skills in the use of

an achievement in the natural sciences, the social sciences,

good health habits required for maintaining his physical and

sion;

s suited to his avocational and vocational needs.

District

SANTA BARBARA HIGH SCH
LIBRARY GOA

1. Each student will have the opportunity, through li
librarians, to select material from a well rounded
with consideration for his interests, ability leve

2. Each student will have the opportunity, through the
supporting staff, to find library materials efficie

3. Each student will have the opportunity through plan
mentations by the school district, to find physical
quately and attractively house the book collection,
equipment and materials, and furnish seating for hi

4. Each teacher will have the opportunity, through lib
librarians, to have access to material needed to at
program, and a library developed with consideration

5. Each student will have the opportunity, through lib
librarians, to develop a growing vocabulary and the

6. Each student will have the opportunity through libr
librarians, to acquire the skills needed to effecti
select the proper type of material when seeking inf

7. Each student will have the opportunity, through lib
librarians, to use the library resources in a clima
right of others.

8. Each student will have the opportunity, through libr
librarians, to establish patterns of individual stu

9. Each student will have the opportunity, through libr
librarians, to develop aesthetic appreciation and t

10. Each student will have the opportunity, through libr
librarians, to receive guidance in reading, viewing,

BARBARA HIGH SCHOOL DISTRICT
LIBRARY GOALS

nity, through library resources and the services of credentialed
n a well rounded multi-media collection, which has been developed
ts, ability level, and the demands of the knowledge explosion.

nity, through the services of credentialed librarians and
materials efficiently organized for easy retrieval and use.

nity through planning by credentialed librarians and imple-
to find physical facilities in the library which will ade-
book collection, provide easy access to audio-visual
sh seating for his needs in pleasant, relaxed surroundings.

nity, through library resources and the services of credentialed
rial needed to attain the goals of an ever changing instructional
ith consideration for his instructional and professional needs.

nity, through library resources and the services of credentialed
ocabulary and the ability to read increasingly difficult material.

nity through library resources and the services of credentialed
needed to effectively use a multi-media collection, and to
when seeking information.

nity, through library resources and the services of credentialed
ources in a climate of informality with consideration for the

nity, through library resources and the services of credentialed
of individual study, independent research and self instruction.

nity, through library resources and the services of credentialed
ppreciation and to learn to read, view, and listen critically.

nity, through library resources and the services of credentialed
reading, viewing, and listening.

11. Each student will have the opportunity, through library reso
librarians, to gain a sustained love for and lasting satisf

12. Each student will have the opportunity, through library res
librarians, to be familiar with other libraries and resourc
long habit of learning may be encouraged.

13. Each student will have the opportunity, through library res
librarians, to have the freedom to read, view and listen co
level of maturity.

14. Each student will have the opportunity, through library res
librarians, to explore in many areas prior to making life s

15. Each student will have the opportunity, through library res
librarians, to have access to materials representative of v
groups, and their contribution to our American heritage.

16. Each student will have the opportunity, through library res
librarians, to develop an understanding and appreciation of
language, literature, music, and art.

17. Each student will have the opportunity, through library res
librarians, to elect to become a student library assistant
in library skills within their capacity, as well as to get
satisfaction inherent in service to fellow students and tea

he opportunity, through library resources and the services of credentialed
stained love for and lasting satisfaction from reading.

he opportunity, through library resources and the services of credentialed
ar with other libraries and resources in the community so that a life-
ay be encouraged.

he opportunity, through library resources and the services of credentialed
freedom to read, view and listen consistent with his individual needs and

he opportunity, through library resources and the services of credentialed
n many areas prior to making life shaping decisions.

he opportunity, through library resources and the services of credentialed
ss to materials representative of various religious, ethnic and cultural
bution to our American heritage.

he opportunity, through library resources and the services of credentialed
an understanding and appreciation of peoples of the world and their
sic, and art.

he opportunity, through library resources and the services of credentialed
become a student library assistant and to receive guidance and instruction
n their capacity, as well as to get meaningful work experience and the
n service to fellow students and teachers.

GLOSSARY

AESTHETIC--Materials to foster the appreciation of the bea
music, but to include such things as the beauty of
machinery, etc.

BALANCED COLLECTION--Books (and other materials) selected
interests of all the library's users, with no type

BEHAVIORAL OBJECTIVE--The specification of a desired behav
behavior, what behavior is expected to occur, unde
to be observed, how the behavior is going to be me
prerequisites are needed to bring about the specif
proficiency level.

CHECK-LIST--Items for evaluation of an objective developed

EDUCATOR--A librarian or teacher whose profession is educat

GOAL--A statement of broad direction or intent that is gene

HOURS OF SERVICE--Normally this includes time before and a
while classes are in session.

INDEPENDENT STUDY--Activities carried on with a minimum of
long period of time.

INDIVIDUAL STUDY--Activities differentiated to meet the nee
the same for all.

LIBRARIAN--A person who was educated in library science (wi
science as required for a California librarianship
library science).

LIBRARY--The place in the school where all types of learnin
personnel offer reference service and reading, list
with other titles for the library such as Instructi
Media center, Learning center, Resource center.)

PPBS--Planned program budgeting system where budgeting is b
attaining educational goals by establishing certain

GLOSSARY

ation of the beautiful particularly in nature, art, and
as the beauty of a well designed mathematical proof,

rials) selected with consideration for the needs and
rs, with no type given an undue proportion in the selection.

a desired behavior that includes: who is to perform the
d to occur, under what circumstances the behavior is going
s going to be measured, what amount of time or necessary
about the specified behavior and what is the expected

jective developed by the library staff.

fession is education.

ntent that is general and timeless.

time before and after school, during the noon hour and

with a minimum of external guidance, possibly over a

ed to meet the needs of the students instead of being

ibrary science (with a minimum of 24 semester units in library
nia librarianship credential or with a Master's degree in

l types of learning media are available and professional
and reading, listening and viewing guidance. (Synonymous
such as Instructional materials center, Materials center,
source center.)

ere budgeting is by a systematic estimate of costs of
tablishing certain desired behavioral objectives for

students to be achieved in a given period in the future.

ROTATING CONFERENCE PERIOD--A designated time allotted the librarian for conferences with teachers.

SAMPLE--Scientific selection of a few to show what the rest is like.

STAFF--Adults who work in the library and who are familiar with library procedures and service.

SENSITIVE MATERIALS--While historically materials treating politics, religion, and sex have been of concern, a particular locale or era may result in any topic open to pressure.

SUPPORTING STAFF--Adults who work in the library as aides, technicians and clerks.

GOAL 1: Each student will have the opportunity, throug
librarians, to select materials from a well ro
with consideration for his interests, ability

OBJECTIVES

1.1 Given an interest or assignment in readin
during its hours of service, will find ma

1.2 Given a personal interest or assignment i
using the library during its hours of ser
library's collection.

1.3 Given an interest or assignment to be fuli
covering new developments and new knowledg
during its hours of service, will find it.

1.4 Given the need or wish to have the assista
using the library during its hours of serv
minute period.

1.5 Given specific individual interests and ne
90% of the time, students using the librar
to satisfy them.

1.6 Given the need for information to be met w
will be able to locate material independen

PROGRAM DESCRIPTION

The Professional Librarian:

Th

A. Budgets for books, periodicals, A-V materials, and reference materials to implement the library's goals and objectives.

B. Selects materials in accordance with the Santa Barbara Secondary District selection policy (see [redacted])

opportunity, through library resources and the services of credential-
ials from a well rounded multi-media collection, which has been developed
interests, ability level, and the demands of the knowledge explosion.

ssignment in reading, 90% of the time, students using the library
rvice, will find material within their ability level.

est or assignment involving A-V material, 90% of the time, students
ng its hours of service, will find a selection of items in the

ssignment to be fulfilled through the use of the latest material
nts and new knowledge, 90% of the time, students using the library
rvice, will find it.

to have the assistance of the librarian, 90% of the time, students
ng its hours of service, will receive it immediately or within a five

ual interests and needs (e.g. hobbies, personal adjustment, etc.),
nts using the library during its hours of service, will find material

ormation to be met with reference service, 90% of the time students
material independently or ask for the assistance of the librarian.

The Supporting Staff:

iodicals, A-V
ce materials
ry's goals and

A. Searches for all bibliographic information needed.

B. Types requisitions, orders, follow-up letters, and catalog cards.

ccordance with
ndary District
[redacted]

C. Maintains a file of orders out and orders received.

GOAL 1: continued

1. To support the curriculum.

2. To meet the varied interests of students and to develop new ones.

3. Through knowledge and use of a wide range of evaluative and bibliographic tools (see APPENDIX 1B).

4. As a result of educational train- training and experience.

5. Through familiarity with materials, authors, publishers, producers, and jobbers.

6. Through an understanding of the psychology of youth and the learning process.

7. With knowledge of the existing collection, its strengths and weaknesses.

C. Plans and develops procedures to be carried out by the supporting staff, and supervises their accomplishment.

D. Promotes faculty and student involvement in materials selection, and their use once in the collection.

E. Keeps the library open before school, during the noon hour and after school for free access.

iculum.

nterests of
elop new ones.

nd use of a
tive and
(see

ational train-
ence.

with materials,
producers, and

nding of the
and the learn-

ne existing
engths and

edures to be
porting staff,
ccomplishment.

udent involve-
tion, and their
ion.

before school,
d after school

D. Maintains a file of requisitions and purchase orders.

E. Checks in materials received and posts their bookkeeping record.

F. Maintains a current file of vendors (names and addresses).

G. Maintains a visible file of subscriptions.

H. Orders and routes departmental subscriptions.

I. Types, duplicates, and distributes new book lists and other bibliographies.

J. Offers suggestions for improving the physical arrangement of their work area and the procedures for which they are responsible.

K. Inventories materials under the librarian's direction.

GOAL 1: continued

F. Constantly evaluates the collection for timeliness and relevance in weeding out obsolete material.

G. Maintains contacts with publishers and producers to encourage developmen of needed material.

H. Has an extensive knowledge of reference materials and skill in finding answers.

I. Maintains active membership in professional library and teacher organizations.

METHOD OF EVALUATION

By a staff developed check-list filled out at
as they leave the library, or with classes at
LIBRARY MATERIALS STANDARDS, APPENDIX 1D LIBRA

collection
ce in
rial.

blishers
development

of refer-
n finding

p in
eacher

led out at pre-determined intervals, by students and teachers
classes at the termination of a unit of study. (see APPENDIX 1A
IX 1D LIBRARY STAFF STANDARDS).

GOAL 2: Each student will have the opportunity, throug
supporting staff, to find library materials ei

OBJECTIVES

2.1 Given the need to locate library material
find its proper classification and catalog

2.2 Given the need to have a successful experi
students using the library will receive ef
student assistants (e. g. assistance in lo
audio visual kits complete with guides, fi

2.3 Given a need to use a wide variety of mate
will find a library loan policy sensitive
phlets, A-V material, reference books, etc

2.4 Given the wish to borrow library material,
receive efficient service at the check-out
return of material, and in placing books o

2.5 Given an interest in using library materia
using the library will find it organized fo
chronological order, pamphlets, pictures,

PROGRAM DESCRIPTION

The Professional Librarian:

A. Makes major decisions about the class-
ification and cataloging of material.

B. Does final revising of all cataloging,
including that of A-V material done by
the librarian in the district office.

C. Plans procedures and assigns responsi-
bility to the supporting staff for carry-
ing them out at the check-out desk.

rtunity, through the services of credentialed librarians and
ry materials efficiently organized for easy retrieval and use.

brary material 90% of the time students using the library will
ion and cataloging facilitates his retrieval.

ccessful experience in the use of the library, 90% of the time
will receive efficient service from the classified staff and
ssistance in locating material, a correctly shelved collection,
with guides, filmstrips, recordings, etc.).

variety of materials 90% of the time students using the library
olicy sensitive to his needs (e. g. magazines, newspapers, pam-
rence books, etc. may be borrowed for use).

library material, 90% of the time students using the library will
at the check-out desk (i. e. ease in the check-out, renewal or
placing books on request, etc.).

library material in ephemeral form, 90% of the time students
d it organized for easy retrieval (e. g. magazines stored in
lets, pictures, etc. filled alphabetically by subject, etc.).

The Supporting Staff:

t the class-
f material.

cataloging,
rial done by
ict office.

ns responsi-
aff for carry-
out desk.

A. Completes cataloging and processing of books (e. g. types catalog cards and files them, checks subject headings in "Sears", attaches spine label, pockets, etc.).

B. Assists in the supervision of student assistants in the check-out, renewal and return of material, shelving of books, magazines, etc., and the sending of over-due notices, etc.

GOAL 2: continued

D. Revises filing in the public catalog.

E. Checks pamphlets for correct subject headings.

METHOD OF EVALUATION

To be developed in 1971-72 workshop

public catalog.

correct subject

C. Obtains material and assigns subject heading for the pamphlet file.

workshop

GOAL 3: Each student will have the opportunity, through planning by credentialed librarians and implementations by the school district, to find physical facilities in the library which will adequately and attractively house the book collection, provide easy access to audio-visual equipment and materials, and furnish seating for his needs in pleasant, relaxed surroundings.

OBJECTIVES

To be developed in 1971-72 workshop.

PROGRAM DESCRIPTION

METHOD OF EVALUATION

(See APPENDIX 3A LIBRARY FACILITIES STANDARDS, 3B LIBRARY EQUIPMENT STANDARDS)

GOAL 4: Each teacher will have the opportunity, through library resou
librarians, to have access to material needed to attain the g
program, and a library developed with consideration for his i

OBJECTIVES

4.1 Given the need for materials to support the curriculum, 7
library will find such materials in the collection.

4.2 Given the adoption of new courses, or the implementation
90% of the time, teachers using the library will find the
thirty books per class, and other related print and non-p

4.3 Given the decision not to use a basic textbook in a cours
using the library will find it supported with a minimum o
and related print and non-print material.

4.4 Given the fact that new or additional material is needed
teachers, with the assistance of the librarian, will find
the bibliographic information needed.

4.5 Given the need to include library activities in their inst
ers wanting to do so will consult with the librarian thre

4.6 Given the need to plan an effective course, 90% of the ti
rary resources.

4.7 Given the need for effective use of the library resources,
have the help of both the teacher and the librarian durin

4.8 Given an interest in reading professional literature, 90%
professional collection, will find satisfactory material,
at the district or county offices.

PROGRAM DESCRIPTION

The Professional Librarian:

A. Selects material from a background of knowledge of the curriculum, through membership on curriculum committees

The Supporting S

A. Keeps up-
the curri
their job

pportunity, through library resources and the services of credentialed
o material needed to attain the goals of an ever changing instructional
oped with consideration for his instructional and professional needs.

ials to support the curriculum, 75% of the time teachers using the
aterials in the collection.

w courses, or the implementation of new methods of instruction,
s using the library will find them supported by a minimum of
and other related print and non-print material.

o use a basic textbook in a course, 90% of the time, teachers
ind it supported with a minimum of ninety library books per class,
n-print material.

or additional material is needed for courses, 75% of the time,
tance of the librarian, will find relevant material to order and
ation needed.

e library activities in their instruction, 90% of the time, teach-
l consult with the librarian three days in advance about purposes.

n effective course, 90% of the time teachers will make use of lib-

tive use of the library resources, 90% of the time students will
e teacher and the librarian during the class period.

ding professional literature, 90% of the time, teachers using the
will find satisfactory material, or information about such resources
y offices.

The Supporting Staff:

ackground of
lum, through
committees

A. Keeps up-to-date on information about the curriculum as an aid in performing their jobs.

GOAL 4: continued

(Where new or changing courses are planned), through knowledge of the existing collection, and through study of course outlines kept on file in the library. B. C.

B. Budgets and uses additional funds allocated for library material (in lieu of textbooks) to achieve 90 books per class of a course.

C. Reserves and uses 5% of the budget for high priority items to be purchased for quick delivery, and available for class use within a week.

D. Facilitates the ordering and processing of books to support courses so that not more than a month will elapse between their receipt and availability for use.

E. Consults with teachers about curriculum needs , library activities, bibliographies, etc. on a regular basis of one rotating period (or its equivalent) set aside each day for conferences.

METHOD OF EVALUATION

By a staff developed check-list used with teachers

are plan-
existing
of course
ibrary.

nds allo-
lieu of
per class

dget for
hased for
for class

rocessing
that not
between
for use.

urriculum
bliograph-
of one
lent)
nces.

B. Does tasks listed in GOAL 1 that relate to acquiring new materials.

C. Types catalog cards and processes rush materials as needed.

ed with teachers, and in consultation with them during conferences.

GOAL 5: Each student will have the opportunity, through
tialed librarians, to develop a growing vocabula
material.

OBJECTIVES

5.1 Given that a wide range of materials is nece
their reading program, 90% of the time, stud
the library's collection as potential materi

5.2 Given the fact that reading is an individual
will select their own material.

5.3 Given the fact that interest in reading must
75% of the time, when using the library, stu
interest books (e. g. about motorcycles, kar
or adjustment for girls).

5.4 Given the fact that reading is an individual
rary, will find books and materials of high
high interest and challenging demands for de

PROGRAM DESCRIPTION

The Professional Librarian: Th

A. Selects books with the reading program in mind.

B. Is aware of the possibilities of new technology in teaching reading, and maintains related equipment in the library (as well as reading classroom) as needed (e. g. reading pacers, etc.).

METH

C. Is familiar with a variety of methods of teaching reading.

D. Supports classroom collections of materials as a bridge to the library's materials. (Reading classes only.)

opportunity, through library resources and the services of credenlop a growing vocabulary and the ability to read increasingly difficult

e of materials is necessary to meet the individual needs of students in 90% of the time, students using the library will consider the whole of ion as potential material to use in their individual situation.

ading is an individual thing, 90% of the time students using the library material.

terest in reading must start from existing interests in the student, using the library, students will find in the library's collection high about motorcycles, karting, surfing, etc. for boys and romance, mystery s).

ading is an individual thing, 75% of the time, students using the libland materials of high interest-low vocabulary for remedial needs, and lenging demands for developmental skills.

reading program

ilities of new
reading, and
pment in the lib-
ng classroom)
ng pacers, etc.).

iety of methods

lections of mat-
the library's
asses only.)

The Supporting Staff:

A. Supplies the clerical assistance needed to prepare material for teacher operated circulation system.

B. Supervises students in the use of equipment in relation to reading, its care and repair as needed.

METHOD OF EVALUATION

To be worked out in cooperation with reading teachers, counselors, etc.

GOAL 6: Each student will have the opportunity, through
librarians, to acquire the skills needed to eff
select the proper type of material when seeking

OBJECTIVES

6.1 Given the need to locate material (by autho
using the library will be able to do so ind

6.2 Given the need or an assignment involving r
library will be able to find information in
magazines, pamphlets, almanacs, A-V materia

6.3 Given the need to include a bibliography wi
the first semester of grade ten, students w

6.4 Given an interest or assignment in which th
time, students using the library by the end
the appropriate library tool

PROGRAM DESCRIPTION

The Professional Librarian:

A. Maintains a program of orientation for students new to the school, to include the range of materials, the physical arrangement of the facilities, the library regulations, and where different types of material and equipment are located.

B. Plans and cooperates with teachers to develop in students library skills to include the card catalog, Reader's Guide, and other reference and bibliographic tools.

pportunity, through library resources and the services of credentialed
skills needed to effectively use a multi-media collection, and to
aterial when seeking information.

e material (by author, title or subject) 90% of the time, students
be able to do so independently.

signment involving research, 90% of the time, students using the
find information in various forms (e. g. encyclopedias, books,
lmanacs, A-V material, etc.).

de a bibliography with a paper or report, 90% of the time, after
rade ten, students will be able to do it in an acceptable form.

signment in which the date of material is important, 90% of the
e library by the end of 9th grade will be able to select and use
tool

orientation for
ool, to include
the physical
lities, the lib-
here different
quipment are

th teachers to
rary skills to
g, Reader's
nce and biblio-

The Supporting Staff:

A. Assists with orientation and instruction, demonstrates the proper handling of materials and equipment.

B. Types masters for dittoed or mimeographed tests and activities.

C. Corrects library diagnostic tests, activity sheets, etc.

GOAL 6: continued

C. Devises and administers diagnostic tests in grades seven and ten, and designs activities to individualize achievement of library skills. Tabulates and draws conclusions from a survey of test scores.

METHOD OF EVALUATION

Achievement of the skills necessary to use the library will be measured by diagnostic tests given during the first quarter of the grades seven and ten, followed by activities planned to develop skills missed on the test. (Copy of tests in APPENDIX 6A, 6B, 6C)

GOAL 7: Each student will have the opportunity, thr
librarians, to use the library resources in
right of others.

OBJECTIVES

7.1 Given that areas of the library are ap
students using the library will choose
ing or discussion.

7.2 Given appreciation of the fact that li
school community, 90% of the students

7.3 Given the fact that the location of mat
needing to use it, etc.) 90% of the stu

7.4 Given the fact that one of the primary
research, 90% of the students using the
for the acceptable level of sound (e

7.5 Given that material in good physical co
users, 90% of the time, students will d

7.6 Given the need to consider the rights c
will operate equipment properly and han

PROGRAM DESCRIPTION

The Professional Librarian:

A. Orients students with a strong pitch fo
good school citizenship in the use of
the library (e. g. normal thoughtfulnes
for others, using the library for
activities appropriate to it, etc.).

B. Plans the procedures for the return of
overdue material that do not depend up-
on a system of fines levied, but upon
a sense of responsibility to others
who may want it.

e opportunity, through library resources and the services of credentialed
rary resources in a climate of informality with consideration for the

he library are appropriate for different activities, 90% of the time,
brary will choose the proper area for reading, study, viewing, listen-

the fact that library material is for the use of all members of the
of the students will return material as soon as through with it.

he location of materials in circulation needs to be known (others
c.) 90% of the students will use appropriate check-out procedures.

ne of the primary uses of the library is quiet reading, study or
students using the library will conform to reasonable standards
level of sound (e. g. low pitched conversational tone for talk, etc.).

n good physical condition improves its chances for selection by other
e, students will demonstrate care in its handling.

sider the rights of others, 90% of the time, students using the library,
t properly and handle audio-visual material carefully.

a strong pitch for
ip in the use of
rmal thoughtfulness
library for
e to it, etc.).

for the return of
do not depend up-
levied, but upon
lity to others

The Supporting Staff:

A. Assists in the supervision of students in their use of library facilities.

B. Carries out the procedures for the return of overdue materials.

C. Carries out procedures for obtaining materials in circulation for the use of others.

D. Supervises and instructs students in proper use and care of equipment.

GOAL 7: continued

C. Plans procedures for students and teachers to be able to obtain material in circulation as soon as possible (e. g. through a request system).

D. Uses techniques for establishing an atmosphere of informality (e. g. bac ground music, small interest areas, acknowledging each student as a pers expressing interest in individuals, show a sense of humor, etc.).

METHOD OF EVALUATION

The details have not been worked out, bu his reaction to the library as a place f involve the use of a wide variety of equi relation to them.

E. Assists in encouraging good citizenship by maintaining an attractive and neat library, proper care of materials, etc.

ack-

rson,

out an attempt should be made to elicit from the student for reading, studying, research, discussion, which quipment and materials, with freedom and movement in

GOAL 8: Each student will have the opportunity, through
librarians, to establish patterns of individual

OBJECTIVES

8.1 Given the need to provide opportunities fo
students using the library will be involved
interest or ability levels.

8.2 Given that students find group activities a
using the library will also choose to engag

8.3 Given unstructured time, 75% of the time st
ent study will be able to spend at least th
guidance.

8.4 Given unstructured library time, 75% of the
themselves in library or study activities w
for assistance from the librarian.

8.5 Given the opportunity to assume increasing
the students will be able to design in coop
librarian, a learning program for credit an

PROGRAM DESCRIPTION

This program area varies a great deal throughout
and needs to be developed beyond the level of si

The Professional Librarian: Th

A. Works cooperatively with teachers in planning individualized activities in use of the library.

B. Establish pass systems in cooperation with the administration to maximize use of the library in harmony with the school schedule.

C. Encourages the provision of places

portunity, through library resources and the services of credentialed
erns of individual study, independent research, and self instruction.

opportunities for individualized instruction, 90% of the time
y will be involved in library activities appropriate to their
s.

group activities are very important, 25% of the time students
so choose to engage in independent study.

75% of the time students who are involved in library independ-
spend at least three productive hours per week without direct

y time, 75% of the time students will be able to involve
study activities within five minutes of arrival or will ask
librarian.

assume increasing responsibility for their own learning, 25% of
to design in cooperation with an advisor, a counselor, and the
gram for credit and successfully complete it.

reat deal throughout the Santa Barbara High School District
ond the level of simply giving students unstructured time.

The Supporting Staff:

n teachers in
activities in

A. Assists with school schedule routines such as passes.

in cooperation
to maximize use
ny with the school

n of places

GOAL 8: continued

outside the library for use other than study during unstructured time.

D. Receives a copy of all independent study contracts and assists by advising on the adequacy of the school library collection for successful completion of the study.

E. Budgets for and selects materials designed for independent study such as programmed instruction.

F. Develops professionally staffed decentralized library facilities, where the central library is fully developed, as needed to a maximum independent study program.

METHOD OF EVALUATION

By a staff developed check-list used by an educator with a sample of students.

GOAL 9: Each student will have the opportunity through library reso
ed librarians, to develop aesthetic appreciation and to le

OBJECTIVES

9.1 Given an interest or assignment in material which will
ture and a sense of beauty, 90% of the time, students u
to satisfy them.

9.2 Given the fact that students may have unfelt needs for
the time, students using the library will notice materi
will nurture such an appreciation in them.

9.3 Given an enjoyment of reading on the part of students,
library, they will find material to help them make the
books to those categorized as adult (in their character

9.4 Given an enjoyment of reading on the part of students,
library, they will find good literature as found in rec
(See APPENDIX 1B)

9.5 Given an interest in fine music, literature, etc. 75% o
library will find and listen to recordings of music oth
ings of the spoken word (literary or documentary).

9.6 Given an interest or assignment in sensitive materials,
the library, will be alert to the author, producer or pu
accuracy of facts, and date of information.

9.7 Given an interest or assignment in immaginative literatu
students using the library will react to such elements i
narrative style, choice of illustrations, etc.

9.8 Given an interest on the part of a teacher to encourage
more critical judgment in reading, 90% of the time, when
will receive help with materials, techniques, lists, etc
where young people and books and other materials can be
ducive atmosphere.

nity through library resources and the services of credential-
ic appreciation and to learn to read, view and listen critically.

t in material which will nurture a love of fine arts, litera-
% of the time, students using the library, will find material

ay have unfelt needs for aesthetic appreciation, etc, 90% of
ibrary will notice materials, displays, exhibits, etc., which
tion in them.

on the part of students, 75% of the time, when using the
ial to help them make the transition from a diet of teen age
adult (in their characterization and development).

on the part of students, 75% of the time, when using the
literature as found in recommendations of standard lists.

ic, literature, etc. 75% of the time, students using the
t recordings of music other than popular, and to record-
rary or documentary).

nt in sensitive materials, 90% of the time, students using
the author, producer or publisher, sources of information,
f information.

nt in immaginative literature or materials, 90% of the time,
ll react to such elements in the works as characterization,
lustrations, etc.

of a teacher to encourage in students a higher interest and
ding, 90% of the time, when consulting with the librarian, teachers
als, techniques, lists, etc. and will find the library a place
and other materials can be brought together in a most con-

GOAL 9: continued

PROGRAM DESCRIPTION

The Professional Librarian:

A. Budgets, selects and promotes materials that are fine examples of literature and bookmaking, the film, recordings, and art.

B. Develops and maintains a physically attractive environment for the library, enhancing it with the use of fine art in different forms, flowers, posters, displays and exhibits.

The Supporting Staff:

In addition to tasks listed in GOAL I assists with displays.

METHOD OF EVALUATION

By a staff developed check-list used at pre-determined intervals with students leaving the library or with classes at the end of a free reading session. It could include questions about the student's home library, and to which magazines or newspapers he may subscribe to and read.

GOAL 10: Each student will have the opportunity, through
librarians, to receive guidance in reading, vie

OBJECTIVES

10.1 Given the wish to have assistance in locat
uses, 90% of the time, students using the
librarian's guidance.

10.2 Given rapport with the librarian, and withi
students using the library will be guided
listening.

10.3 Given the fact that students at the junior
do things on their own, 50% of the time, st
the shelves will be offered guidance by the
to accept it and free to choose their own

10.4 Given the opportunity for the librarian to
conversation, questions or an essay on read
librarian can make suggestions to aid in th
with his teacher) in working out a long ran

PROGRAM DESCRIPTION

The Professional Librarian: The

A. Reads, views and listens widely, at the student's level of interest and ability as well as for his own satisfaction at the adult level.

B. Stations himself in an area of the library where he is readily available for requests for assistance and/or guidance.

C. Knows that students' reading, listening or viewing must relate to their interests, and continually collects feed-back from them about books and

e the opportunity, through library resources and the services of credentialed
e guidance in reading, viewing, and listening.

o have assistance in locating a book, visual, or recording for pleasurable
time, students using the library will find material as the result of the
ance.

th the librarian, and within in the limits of his time, 50% of the time,
ne library will be guided into more mature reading, viewing, and

nat students at the junior and senior high school level often prefer to
ir own, 50% of the time, students using the card catalog or searching
be offered guidance by the librarian, without pressure placed on them
free to choose their own material.

unity for the librarian to know a student's needs and interests (through
estions or an essay on reading preferences, etc.), 90% of the time the
ke suggestions to aid in their selection, and help (often in cooperation
) in working out a long range program for reading, viewing, and listening.

listens widely, at
vel of interest and
as for his own sat-
adult level.

in an area of the
is readily avail-
for assistance

ts' reading, list-
must relate to their
ntinually collects
em about books and

The Supporting Staff:

While guidance is primarily a professional task, the supporting staff may recommend library materials after having personally enjoyed them, just as peers may do, also. The staff may assist in obtaining feedback when they are working in areas such as near the book-return desk, etc., and a natural interest in the student may cause them to enquire about satisfactions gained from reading, viewing or listening.

GOAL 10: continued

materials they have liked or have not liked.

D. Has a sincere and natural interest in students, so that the act of guidance is almost so subtle the student is unaware of receiving it.

METHOD OF EVALUATION

By a staff developed check-list of items to elicit the students satisfaction in finding material as the result of the librarian's guidance.

GOAL 11: Each student will have the opportunity, through library resourc
ed librarians, to gain a sustained love for and lasting satisfa

OBJECTIVES

11.1 Given a high interest in reading on the part of students,
the library they will find material to sustain their inte

11.2 Given a high interest in reading on the part of students,
the library, they will have satisfying experiences in shai
materials.

11.3 Given a high interest in reading on the part of students,
the library they will share with the librarian this enthus

PROGRAM DESCRIPTION

The Professional Librarian:

A. Budgets, selects and promotes books and materials to nurture the love of reading.

B. Reserves moments of time to share with students their love of reading and reactions to specific books.

C. Reads widely from a natural love of reading.

The Supporting Sta

Encouraged to
their reaction

METHOD OF EVALUATION

By a staff developed check-list used at pre-determined interval
library or with classes at the end of a free reading session.
about the student's home library, about home newspaper and maga
use of other community library services.

, through library resources and the services of credential-
e for and lasting satisfaction from reading.

on the part of students, 90% of the time, when using
ial to sustain their interest.

on the part of students, 50% of the time, when using
sfying experiences in sharing their reaction to the

on the part of students, 25% of the time, when using
the librarian this enthusiasm.

The Supporting Staff:

Encouraged to read themselves and to share their reactions with students and staff.

at pre-determined intervals with students leaving the
a free reading session. It should include questions
ut home newspaper and magazine subscriptions and their
es.

GOAL 12: Each student will have the opportunity through libra
ed librarians to be familiar with other libraries an
long habit of learning may be encouraged.

OBJECTIVES

12.1 Given life in a rapidly changing world, where p
50% of the students will be familiar with the m
as a result of using its facilities so the habi
years of formal education.

12.2 Given an interest in a wide range of materials,
libraries containing books, recordings, etc.

12.3 Given an interest in acquiring a wide range of
25% of the students will be able to name at lea
purchase their own materials.

12.4 Given an interest in a wide range of cultural a
visit museums, lectures, performances, etc. in
activity with the use of library materials on a

12.5 Given a natural curiosity about the past, 75% o
be able to satisfy this curiosity by locating b
telling of the culture, history and natural hist

PROGRAM DESCRIPTION

The Professional Librarian:

A. Keeps informed of cultural and educational activities in the community and channels information about them to students and teachers.

B. May sponsor a paperback bookstore or other promotional activity to encourage students to own materials for a home library.

C. Maintains contact with area librarians.

The Supp

A.

B.

pportunity through library resources and the services of credential-
with other libraries and resources in the community so that a life-
e encouraged.

changing world, where present knowledge may be obsolete in a decade,
be familiar with the most convenient outlet of the public library
facilities so the habit of use will not stop at the end of their
on.

vide range of materials, 75% of the students will have personal
oks, recordings, etc.

quiring a wide range of materials for their personal library,
be able to name at least two places in the community to
rials.

vide range of cultural activities, 25% of the students will
performances, etc. in the community and follow-up the
library materials on a self-motivated basis.

ty about the past, 75% of the time students using the library will
curiosity by locating books, pamphlets, clippings, pictures, etc.
history and natural history of the local region.

The Supporting Staff:

A. Assists by keeping informed of cultural activities in the community.

B. Assists with promotional activities, including displays, etc.

ral and
in the
information
and teachers.

bookstore or
ity to encour-
erials for a

area librarians.

GOAL 12: continued

D. Directs students to library resources in the community when their needs go beyond what is available in the school library and there is not adequate time to acquire needed materials.

METHOD OF EVALUATION

By asking students to fill out a questionnaire and through a follow-up study of graduates

GOAL 13: Each student will have the opportunity, through library
ed librarians, to have the freedom to read, view and lis
and level of maturity.

OBJECTIVES

13.1 Given the right to select and read their own materi
the library will find the collection reflects a phi
in the following:

American Library Association School Library Bill
The Library Bill of Rights (See APPENDIX 13B)
A.L.A. statement: The Freedom to Read (See APPEN
California Association of School Librarians: Poli
in Libraries (See APPENDIX 13D) and the Student's
the National Council of Teachers of English, 508

13.2 Given the need to learn to evaluate materials not pr
students will understand its presence in the library
of its contents by the library, and will be able to
library reflecting other points of view. (See APPEN

13.3 Given the need to develop the ability to deal critic
time, senior high students will indicate they have r
of materials and have a background for their judgmen
works of a high quality.

13.4 Given the fact that materials may be challenged, 75%
students will be aware of the Board of Education pol
the right to have access to a wide range of material

13.5 Given that some materials need to be available, even
level of a limited number of students, 90% of the ti
the card catalog and found on open shelves. Because
used with adult guidance, 10% of the time, students
card catalog, but kept in the professional library.

ity, through library resources and the services of credential-
to read, view and listen consistent with his individual needs

read their own material, 90% of the time, students using
ection reflects a philosophy of selection as expressed

n School Library Bill of Rights (See [redacted])
(See [redacted])
om to Read (See [redacted])
chool Librarians: Policies on Intellectual Freedom
[redacted]) and the Student's Right to Read, available from
chers of English, 508 So. Sixth St., Champaign, Illinois

luate materials not pre-labelled, 90% of the time,
resence in the library does not indicate an endorsement
, and will be able to locate other material in the
s of view. (See [redacted])

ability to deal critically with materials, 25% of the
l indicate they have read, heard or written reviews
ound for their judgment after having read parallel

may be challenged, 75% of the time, senior high school
Board of Education policy (See [redacted]) protecting
wide range of materials and a variety of view points.

to be available, even though they may be at the maturity
tudents, 90% of the time the materials will be listed in
pen shelves. Because some materials will need to be
f the time, students may find materials listed in the
rofessional library.

GOAL 13: continued

PROGRAM DESCRIPTION

The Professional Librarian:

A. Budgets and selects materials co-operatively with teachers and students, following the Board of Education policies, aware that in his role he must be alert not to become a censor.

B. Responds to challenged materials by implementing the Board of Education policy Procedures for Handling Challenges or Criticisms Concerning Books or Other Instructional Materials (See [redacted].

C. Reads about current challenges and is aware of arguments for and against academic freedom in specific instances.

D. Assists students in developing the ability to review sensitive materials critically.

E. Works cooperatively with the administration in the area of academic freedom.

F. Works cooperatively with teachers to insure adequate instruction in techniques of propaganda and concern for academic freedom.

METHOD OF EVALUATION

A staff developed questionnaire used with students and

ts materials co-
teachers and
ng the Board of
s, aware that in
be alert not to

enged materials by
Board of Education
for Handling Challen-
Concerning Books
ional Materials (See

nt challenges and is
s for and against
in specific instances.

in developing the ability
re materials critically.

y with the administration
demic freedom.

y with teachers to in-
ruction in techniques
concern for academic

The Supporting Staff:

A. Directs to the librarian any challenges of material which come to his attention.

B. Assists in typing any reports or correspondence related to challenges.

C. Develops an awareness of the content of sensitive materials and refers students needing guidance in its use to the librarian.

ionnaire used with students and teachers at pre-determined intervals.

GOAL 14: Each student will have the opportunity, through
ed librarians, to explore in many areas prior to

OBJECTIVES

14.1 Given an interest in a specific vocation,
find material (fiction and non-fiction) tha
in the collection.

14.2 Given an interest in or the need for speci
schools of special training, and apprentice
using the library will find material to sa

14.3 Given an interest in or a need to develop
career decisions (e.g. relating to smoking
prevention, marriage and family responsibi
using the library will find relevant mater
them understand personal problems.

14.4 Given an interest in using A-V materials r
25% of the time, students using the librar

PROGRAM DESCRIPTION

The Professional Librarian: The

A. Works with counselors in supplying career information and materials related to other personal decisions, and with the school nurse regarding potential health problems.

B. Cooperates with other libraries in the district in sharing college and trade school catalogs.

C. Continuously re-evaluates materials for relevance, timeliness and accuracy, consulting with counselors, vocational education and work experience personnel, the school nurse and the psychologist.

he opportunity, through library resources and the services of credential-
e in many areas prior to making life shaping decisions.

n a specific vocation, 75% of the time students using the library will
ion and non-fiction) that is up-to-date (within 3-5 years) and relevant

n or the need for specific information about colleges, universities,
training, and apprenticeship programs, 90% of the time, students
will find material to satisfy them.

n or a need to develop a background from which to make other than
.g. relating to smoking, drug use, drinking alcohol, venereal disease
e and family responsibilities, etc.), 90% of the time students
will find relevant material suited to their maturity which will help
rsonal problems.

n using A-V materials relating to careers or the world of work,
udents using the library will be able to find items of interest to them.

The Supporting Staff:

rs in supply-
ion and materials
rsonal decisions,
nurse regarding
roblems.

In addition to tasks listed in GOAL 1, requests college and other school catalogs, pamphlets on drugs and other potential personal problems, etc. and processes them under the direction of the librarian.

her libraries in the
college and trade

luates materials
eliness and accuracy,
nselors, vocational
experience personnel,
nd the psychologist.

GOAL 14: continued

D. Budgets, selects and promotes new A-V materials which could help students meet personal problems about careers, drugs, smoking, etc.

E. Actively seeks students who have an interest in library vocations and provides opportunities for them to assist in the library as a volunteer or as a student library assistant. On occasion he may provide the opportunity for field trips to other libraries and/or community institutions with similar purposes.

METHOD OF EVALUATION

By a check-list used with students, plus (if possible) a follow-up study of graduates.

GOAL 15: Each student will have the opportunity, through
ed librarians, to have access to materials repres
cultural groups, and their contribution to our A

OBJECTIVES

15.1 Given an interest or assignment in material
groups, 75% of the time, students using the
bias as possible.

15.2 Given an interest or assignment relating to
of the time, students using the library will
contribution to our American heritage.

15.3 Given the fact that some students want to le
background, 90% of the time, students using
collection to motivate and satisfy their nee

15.4 Given a nation made up of many ethnic, cultu
made contributions to our American heritage,
its past will incorporate them in a natural

15.5 Given life in a nation of peoples representa
tural groups, 90% of the time students using
exhibits, lists, etc. that stimulate their a
tion to our American heritage.

PROGRAM DESCRIPTION

The Professional Librarian: The

A. Budgets, selects and promotes (in cooperation with teachers) books and materials representative of various religious, ethnic and cultural groups, which also present their contribution to our American heritage.

B. Remains alert to the ways in which cultural, ethnic or religious groups may be presented naturally and without bias.

the opportunity, through library resources and the services of credential-
access to materials representative of various religious, ethnic and
heir contribution to our American heritage.

or assignment in material on various religions, on ethnic or cultural
e time, students using the library will find such material as free of

or assignment relating to religious, ethnic or cultural groups, 50%
ents using the library will find material about them and their
ur American heritage.

at some students want to learn more about their own ethnic or cultural
f the time, students using the library will find material in the
ivate and satisfy their needs.

de up of many ethnic, cultural and religious groups, all of whom have
s to our American heritage, 25% of the time materials on America and
corporate them in a natural and unbiased manner.

ation of peoples representative of various religious, ethnic and cul-
of the time students using the library, will notice materials, displays,
etc. that stimulate their awareness of these groups and their contribu-
can heritage.

The Supporting Staff:

and promotes (in
teachers) books and
ntative of various
and cultural groups,
t their contribution
heritage.

the ways in which
or religious groups may
rally and without bias.

In addition to tasks relating to all materials in GOAL 1, assists in planning and carrying out displays, exhibits, lists, etc. of materials relating to various religious, ethnic or cultural groups.

GOAL 15: continued

C. Maintains contacts with publishers and producers to encourage the development of material needed in this area.

D. Identifies and maintains a file of resource persons in this area.

METHOD OF EVALUATION

By a staff developed check-list, with a questionnaire this area, and in consultation with representative le

blishers
the develop-
this area.

file of
rea.

, with a questionnaire given to a class after an assignment in
with representative leaders of some of the groups.

GOAL 16: Each student will have the opportunity, through li
ed librarians, to develop an understanding and app
language, literature, music and art.

OBJECTIVES

16.1 Given an interest or an assignment relating
time, students using the library will find u
increase their understanding and appreciatio

16.2 Given the ability to read a foreign language
selection of material in the language at the

16.3 Given an interest or an assignment in reading
time students will find it in the library co

PROGRAM DESCRIPTION

The Professional Librarian:

A. B udgets, selects, and promotes materials about peoples of the world and appreciation of their language, literature, art, music, etc.

B. Remains aware of the many changes in the political and geographical facts about countries, and of the need for obtaining up-to-date material.

C. Identifies and maintains a file of potential resource persons in this area.

D. Promotes the exchange of bibliographies in this area.

unity,through library resources and the services of credential-
standing and appreciation of peoples of the world and their
rt.

gnment relating to specific peoples of the world, 75% of the
rary will find up-to-date material in the collection to
and appreciation of them.

foreign language, 75% of the time students will find a
language at their interest and reading level.

gnment in reading literature in translation, 75% of the
n the library collection.

The Supporting Staff:

tes
he
eir
usic, etc.

In addition to tasks relating to all materials in GOAL 1, assists in the preparation of exhibits, displays, bibliographies, etc. which promote the use of these materials.

anges in the
acts about
or obtain-

METHOD OF EVALUATION

ile of
n this

By a check of bibliographies, a questionnaire given to classes at the termination of assignments in this area, and in consultation with teachers.

bliographies

GOAL 17: Each student will have the opportunity, th
ed librarians, to elect to become a studen
tion in library skills within their capaci
the satisfaction inherent in service to fe

OBJECTIVES

17.1 Given the wish to become student libr
the program will broaden their person
work with others.

17.2 Given the opportunity in their daily
can be ambassadors of good will for t
between the library staff and student

17.3 Given the need for training and exper
students in the program, will be able
their knowledge of:
The general arrangement of the lib
The classification system for mate
The parts of a book
The procedure for using the card c
reference tools
The rules and general policies of
The proper and acceptable library

17.4 Given an interest in library work, 90
the opportunity during the school yea
constitutes good library service, in

PROGRAM DESCRIPTION

The Professional Librarian:

A. Plans a program of training and experience to develop needed skills for the work of student assistants. Plans enrichment in library experienc such as field trips to other libraries etc.

the opportunity, through library resources and the services of credential-
t to become a student library assistant and to receive guidance and instruct-
within their capacity, as well as to get meaningful work experience and
ent in service to fellow students and teachers.

become student library assistants, 90% of the time, those entering
broaden their personal work experience, including the ability to

nity in their daily work, 90% of the time, student library assistants
s of good will for the library, facilitating mutual understanding
ry staff and students.

r training and experience to perform library tasks, 90% of the time,
rogram, will be able by the end of the first semester, to demonstrate
f:
rrangement of the library
ation system for materials
book
for using the card catalog, Reader's Guide, and other commonly used
ls
general policies of the library
acceptable library atmosphere

in library work, 90% of the time, students in the program will have
during the school year to observe what a librarian does and what
library service, in order to assess its potential as a vocational choice.

The Supporting Staff:

of training and
velop needed skills
student assistants.
in library experiences,
ips to other libraries,

A. Helps with the training in instruction of student assistants.

B. Supervises student assistants in the completion of assigned tasks daily.

GOAL 17: continued

B. Knows of the potential of employment in libraries of the area, and gives recommendations for successful assistants when requests come from prospective employers.

METHOD OF EVALUATION

Student assistants are given academic and citizenship grades relating to the breadth of their knowledge and their attitude in carrying out daily work.

LIBRARY MATERIALS - S

COMPARISON

Type of material	A L A - 1969
Books	6000-10,000 title 10,000 volumes or 20 volumes per student
Magazines	Junior High - 100-125 titles High School - 125-175 titles
Newspapers	Junior High - 6-10 titles Senior High - 6-10 (1 local, state, national, ea.)
Pamphlets	Pamphlets, government documents, school catalogs, vocational information, clippings, etc.
Filmstrips	500-1000 titles/1500 prints or 3 prints per student
8 mm	1½ per student/at least 500 titles (supplemented by duplicates)
16mm	Access to minimum of 3000 titles, (supplemented by rentals & dups.)
Maps & globes	Globe: 1 per teaching station 2 in media center Wall maps: 1 for each region studied at station, also weather, poitical, etc.

BRARY MATERIALS - STANDARDS

APPENDIX 1A

COMPARISON

	AVEA /CASL - 1970 (Media Center)
	Phase I - 6000 titles/10 volumes per student (whichever is greater) Phase II - 10,000 titles or 20 volumes per student (whichever is greater)
titles titles	Phase I - 100 titles (Secondary) Phase II - 175 titles (Secondary)
tles onal, ea.)	Phase I - 6 titles Phase II - 10 titles
documents, tional infor- c.	Local collections should be developed in scope and quantity needed.
prints or	Phase I - 500 titles plus 1 per student Phase II - 1000 titles plus 2 per student
st 500 titles icates)	Phase I - 300 titles plus 1 for every 2 Phase II - 500 titles plus ½ for each 2
000 titles, als & dups.)	Phase I - 2000 titles plus dups. (30 bookings per station per year) Phase II - 3000 titles plus dups. (45 books per teaching station)
station ter region tion, also cal, etc.	Phase I - Maps - 4 per teaching station plus 10 special (media center Globes - 1 per teaching station plus 1 in media center Phase II - Maps - 8 maps per teaching station plus 20 in media center Globes - 1 per teaching station plus 5 in media center

(continued)

LIBRARY MATERIALS -

Type of materials	A L A - 1969
Transparencies	2000 plus a selection of subject matter masters
Slides	2000
Tapes, Record discs	1000-2000 titles of 3000 discs or tapes/ 6 per student
Graphics, Art prints, Pictures	Study print, art prints Posters, photographs, charts, etc. Access to 15 sets (pictures) per teaching station, plus 25 sets in media center
Microfilm	All subscriptions indexed in READER'S GUIDE, plus newspapers as needed
Realia	Models, dioramas, replicas, etc.
Kits Art objects Video tape Remote access programs Programmed materials Resource files etc.	
Professional library	200-1000 titles (books) 40-50 titles (professional magazines) EDUCATIONAL INDEX

APPENDIX 1A

RY MATERIALS - STANDARDS

	A V E A C/C A S L - 1970 (Media Center)
f subject	Phase I - 1000 titles plus 2 per student Phase II - 2000 titles plus 2 per student
	No standards recommended. Suggest locally or commercially produces ones as needed.
0 discs or student	Phase I - 1000 titles plus 2 per student Phase II - 2000 titles plus 2 per student
	Phase I - Phase I - 250 sets plus 1/4 students
harts, etc. ures) par 25 sets	Phase II - 500 sets plus 1/4 students
xed in ewspapers	No standards. Desirable as a new technological development.
licas, etc.	No standard recommended. Local collections, etc.
	No standards recommended. Experiments in new technolocigally developed media recommended.

A L A - American Library Association
C A S L - California Association of School Librarians
A V E A C - Audio-Visual Educational Association of California

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ional

APPENDIX 1B

A. Review journals such as Library Journal, School Library Journal, Horn Book, Saturday Review, Wilson Library Bulletin, Booklist, Educational Screen and Audio-Visual Guide, Sightlines, Book Review Digest, Kliatt Paperback Guide, reviews found in professional journals in specific subject areas, and in current newspapers and magazines.

B. Basic catalogs and book lists such as the Junior High School Library Catalog, the Senior High School Library Catalog, the Public Library Catalog, that of the National Association of Independent Schools, Book Bait, American Library Association lists of Outstanding Books for College Students, etc.

ALA - 1969

If specialized programs are in the school, size of staff should include specialists in areas of television, remote access, & language laboratories.

If there are 2 or more professional staff members, one is appointed head.

Duties of head of school media program are listed and services offered.

1 full time media specialist for every 250 students.

Supportive staff. 1 media technician and 1 media aide for each professional media specialist in schools of 2000 or fewer students. Enrollment beyond 2000, ration of supportive/staff might be less than 2 to 1.

Need a technician with graphics ability in each school.

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APPENDIX 1D

LIBRARY STAFFING - STANDARDS

CASL & AVEAC - 1970

chool, size in areas of laboratories.	Professional Staff: Phase I - 1 media specialist per 1000 students. Phase II - 1 media specialist per 500 students.
staff members, am are listed ry 250 students. and 1 media aide st in schools of eyond 2000, less than 2 to 1. ity in each	Support Staff: Phase I Secretary - ½ time secretary for any media center. Technicians and/or aides - 1 per media specialist. Phase II - Secretary - 1 per 2 media specialists. Technicians and/or Aides - 2 per media specialist. Duties of Director of Media Center are listed and duties of supportive staff are given. Role of media specialist is defined in the school.

LIBRARY FACILITIES - STANDARDS

COMPARISON

Type of Area	Use of area	A L A - 1960 Space needs
Entrance & Circulation desk	Displays Exhibits Distribution	800-1000 sq. feet
Main library area	Reading Studying Browsing Viewing Listening Reference Card catalog	Maximum-100 students 15% of enrollment 40 sq. feet per student
Individual study & learning	Independent study stations equipped with power for electronic use e. g. television, response systems	30-40% of seating capacity to be for individual study areas
	Linear shelving for books, appropriate types of shelving for other materials	
Conference rooms	Small group activities	3-6 rooms 150 sq. feet each
	Committees, conferences	Electrical and television outlets, accoustical treatment, movable walls to allow combining areas.

ARY FACILITIES - STANDARDS

APPENDIX #3A

COMPARISON

A L A - 1960 Space needs	A V E A C/C A S L - 1970 Space needs (Media Center)
800-1000 sq. feet	
Maximum-100 students	Phase I - Seating for 60 or 15% of enrollment (whichever is greater), Minimum of 60 sq. feet per person Phase II - Seating for 100 or 25% 60 sq. feet per person
15% of enrollment	
40 sq. feet per student	
30-40% of seating capacity to be for individual study areas	Facilities for media center: Educational media will be used: • At each teaching station • In satellite libraries or departmental resource centers • In the Media Center Center open outside class hours Provides for future expansion of educational technology Flexibility allows better space utilization Environmental control Student & faculty use • Special areas Media production room, darkroom, pre-view rooms, television or audio-tape studio, typing rooms, rest rooms, etc.
for books, appropriate g for other materials	
3-6 rooms 150 sq. feet each	
Electrical and television outlets, accoustical treatment, movable walls to allow combining areas.	

(continued)

Type of area	Use of area	A L A - 1966 Space needs
Small group viewing & listening	Electrical & television outlets, permanent wall screen, & accoustical treatment	In addition to above: 200 sq. feet
Group projects area	Instruction, equivalent to a classroom, equipped for teaching	900-100 sq. feet
Office space	Administration	600-800 sq. feet (4 professional staff members)
Workroom	Processing of books & materials	300-400 sq. ft. Increase if entralized services are not available
Maintenance	Repairs, etc. from central offices	120-200 sq. feet
Media production	Sink, running water, etc.	800-1000 sq. feet
Dark room	Light proff, etc.	150-200 sq. feet
Materials & equipment storage	Temperature & humidity control	120 sq feet

1966 Needs	A V E A C/C A S L - 1970 Space needs(Media Center)
ion to feet	• Student and faculty areas Area for reading, listening, viewing, research, etc. on independent basis Instructional area for classes Conference rooms with sound proofing Area for exhibits & displays Professional library area Shelving & storage for all media & equip. Circulation control areas Resource key areas
sq. feet	• Staff areas Office areas for all personnel Work area for receiving, cataloging and processing new material and equipment Workspace for maintenance and repair of equipment and material Storage for equipment loaned for use outside the media center Storage for textbooks and other material not housed in the student and faculty areas.
sq. feet ssional embers)	
sq. ft. if entral- vices are lable	
sq. feet	
sq. feet	A L A - American Library Association C A S L - California Association of School Librarians A V E A C - Audio-Visual Education Association of California
sq. feet	
eet	

LIBRARY EQUIPMENT - STANDARDS

Equipment COMPARISON

Equipment	A L A - 1969	C A S L/A V
16 mm projector	Basic 1 per 4 teaching stations plus 2 per media center	Phase I - 1
	Advanced 1 per 2 teaching stations plus 5 per media center	Phase II - 1
8 mm projector	Basic 1 per 3 teaching stations plus 15 in media center	Phase I - 1
	Advanced 1 per teaching station plus 25 per media center	Phase II - 1
Slide projector	Basic 1 per 5 teaching station plus 2 per media center	Phase 1 - 1
	Advanced 1 per 3 teaching station plus 5 per media center	Phase II - 1
FS or FS/slide projector	Basic 1 per 3 teaching stations plus 1 per media center	Phase I - 1
	Advanced 1 per teaching station plus 4 per media station	Phase II - 1
FSSound projector	Basic 1 per 10 teaching stations + 1 per media center	Phase 1 - 1
	Advanced 1 per 5 teaching stations + 2 per media center	Phase II - 1
FS viewer	Basic 1 per teaching station + 1 per 3 teachers stationed in media center	Phase I - 1
		Phase II - 2
	Advanced 3 per teaching station + 1 " teacher stationed in media center	
Overhead projector	Basic 1 pery teaching station + 2	Phase I - 1
	Advanced 1 per 1 teaching stations + 4 per media center	Phase II - 1

APPENDIX 3B

LIBRARY EQUIPMENT - STANDARDS

COMPARISON

C A S L/A V E A C - 1970 (Media Center)

eaching stations r media center	Phase I - 1 per 4 teaching station, plus 2, media center
teaching stations er media center	Phase II - 1 per 2 teaching stations, plus 5 " "
aching stations media center	Phase I - 1 per 3 teaching stations plus 1 per 25 students
aching station r media center	Phase II - 1 per 3 teaching stations plus 1 " 15 "
eaching station r media center	Phase 1 - 1 per 5 teaching staion plus 1 per 100 students
teaching station r media center	Phase II - 1 per 3 " " " 1 " 50 "
teaching stations media center	Phase I - 1 per 3 teaching station + 1 per 25 students
teaching station media station	Phase II - 1 per teaching station + 1 per 15 students
caching stations dia center	Phase 1 - 1 per 10 teaching stations + 1 per 200 students
teaching stations dia center	Phase II - 1 per 5 teaching stations + 1 per 100 "
hing station + 1 achers stationed center	Phase I - 1 per teaching station + 1 per 100 students
	Phase II - 2 per " " + 1 " 50 "
eaching station + acher stationed in enter	
hing station + 2 teaching stations media center	Phase I - 1 per teaching station + 1 per 500 students
	Phase II - 1 per teaching station + 1 per 300 students

(continued) LIBRARY EQUIPMENT - STA

COMPARISON

Equipment	A L A - 1962	C A S L/
Microfilm reader-printer	Basic 1 per media center	Phase I
	Advanced 3 per media center	Phase II
Copying machine	Basic 1 per 30 teaching stations + 1 in media center	Phase I
	Advanced 1 per 20 teaching stations + 1 per media center	Phase II
Duplicating machine	Basic 1 per 30 teaching station + 1 media center	Phase I
	Advanced 1 per 20 teaching stations + 1 in media center	Phase II
Projection cart	1 per portable piece of equipment, purchased at the time the equipment is obtained	
Projection screen	1 permanently mounted screen per classroom + additional screens of suitable size as needed for individual & small group use. Room screens no smaller than 70 x 70 with keystone eliminator.	Phase I Phase II

A L A - American Library Association
CASL - California Association of School Librarians
AVEAC - Audio-Visual Education Association of California

RARY EQUIPMENT - STANDARDS

APPENDIX #3B

COMPARISON

C A S L/A V E A C - 1970 (Media Center)

center dia center	Phase I - 1 per media center Phase II - 2 per media center
aching 1 in media	Phase I - 1 per 20 teaching staions + 1 in media center
teaching 1 per media	Phase II - 1 per 15 " " + 2 " " "
aching media cent-	Phase I - 1 per 30 teaching stations + 1 in media center
teaching 1 in media	Phase II - 1 " 20 " " + 2 " " "
ece of equipment the time btained	
nted screen ditional le size as dual & Room screens 0 x 70 with or.	Phase I - 1 per teaching station (70 x 70) + additional screens of suitable size Phase II - Same as I

ion
School Librarians
ciation of California

(continued)

LIBRARY EQUIPMENT - ST

COMPARISON

Equipment	A L A - 1969	C A S L
Opaque projector	Basic 1 per 25 teaching stations or 1 per floor/wing	Phase 1
	Advanced 1 per 15 teaching stations + 2 per media center	Phase II
Slide viewer	Basic 1 per 5 teaching stations + 1 per media center	Phase 1
	Advanced 1 per teaching station + 1 per media center	Phase II
Micro projectors	Basic 1 per 20 teaching stations	Phase I
	Advanced 1 per department + 1 per media center	Phase II
Record player	Basic 1 per 15 teaching stations 3 per media center 1 set earphones for each	Phase I
	Advanced 1 per 5 teaching stations 5 per media station 1 set earphones for each	Phase I
Audio tape recorder	Basic 1 per 10 teaching stations + 2 per media center set of earphones for each	Phase I
	Advanced 1 per 5 teaching stations + 10 per media center, set of earphones for each	Phase II
Video tape recorder	Basic 1 per 15 teaching stations or minimum of 2 per bldg.	Phase I
	Advanced 1 per 5 teaching station or minimum of 2 per bldg.	Phase II

ISON

C A S L/A V E A C - 1970 (Media Center)

Phase 1 - 1 per teaching station + 1 per 500 students

Phase II - 1 " " " + 1 " 300 "

Phase 1 - 1 per 5 teaching stations + 1 per 100 students

Phase II - 1 per 3 " " + 1 " 50 "

Phase I - 1 per service department
Phase II - 1 per teaching station when needed

Phase I - 2 per teaching station + 1 for 25 students

ns Phase II - 4 per teaching station + 1 for 25 "

h

s Phase I - 1 per teach station + 1 per 200 students

Phase II - 1 per teaching station + 1 per 100 students

Phase I - 1 per 15 teaching stations or 2 per school
(whichever is greater)
n Phase II - 1 per 10 teaching stations or 2 per school
(whichever is greater)

(continued) LIBRARY EQUIPMENT - STANDARDS

COMPARISON

Equipment	A L A - 1969	C A S L/A V E
TV receiver (23 " screen)	Basic 1 per teaching station (where programs ar available) + 1 per media center	Phase I - 1 p + 1
	Advanced 1 per 20 viewers in class where program is available + 1 per media center	Phase II - 1 +
Closed circuit TV	All new construction should include provision for installation at each teaching station and media center. Old buildings should be wired when program is initiated.	No standard i include provi grams at each
Listening Centers	A portable listening center w/ 6-10 sets of earphones, at a 1 per 3 teaching stations	Phase I - 1 w
	Advanced 1 set-6-10 earphones-+ listening equipment for each teaching station & media center	Phase II - 1 + ba
Radio receiver	Basic 1 per media center + central distribution system(AM/FM)	Phase I - 1 b cla
	Advanced 3 per media center + central distribution system (AM/FM)	Phase II - Sa
Micro-reader (some with microfiche attachment)	Equivalent of 1 per 10 teaching stations to be housed in media center	Phase I - Equ med
	Advanced Equivalent of 1 per 5 teaching stations to be located in the media center	Phase II - 1

EQUIPMENT - STANDARDS

APPENDIX 3B

COMPARISON

	C A S L/A V E A C - 1970 (Media Center)
ion ble)	Phase I - 1 per teaching station (if program is available) + 1 per media center
in vailable	Phase II - 1 per 15 viewers (where program is available) + 2 per media center
ld in- llation and ings gram is	No standard is recommended. All new construction should include provisions for originating or receiving programs at each teaching station and the media center.
ter s, at a s hones-+ each center	Phase I - 1 with 8-12 sets of earphones per 8 stations
	Phase II - 1 with 8-12 sets of earphones per 4 stations + one set of earphones for each audio playback that circulates
+ cen- n(AM/FM) ter + tem	Phase I - 1 battery powered per principal office, + classroom models as programs are available
	Phase II - Same as I
teaching n media	Phase I - Equivalent of 1 per teaching station per media center
1 per 5 located	Phase II - 1 per 5 teaching stations per media center

Light control	Adequate light control in every classroom & media center to the extent that all types of projected media can be utilized effectively	Camer 8mm - Darkr
Local production equipment	Per bldg: Dry mount press & tacking iron; Paper cutter; Two types of transparency production equipment; 16mm camera; Rapid process camera; 8mm camera; Equipment for darkroom; Spirit duplicator; Primary typewriter; Copy camera and stand; Light box; 35mm still camera; Film rewind; Film splicer (8mm & 16mm); Tape splicer; Slide reproducer; Mechanical lettering devices; Portable chalkboard	Gener Slide Tape Trans
Items for special consideration	Large group instruction: The following equipment should be available for each large area: 10 x 10 overhead projector; large screen with keystone eliminator; 16mm projector - rear screen); Television: a complete distribution system of at least 6 channels should be available; 1 3¼x4 projector per school if used by teachers; Equipment to make telelecture	Suppli

APPENDIX 3B

QUIPMENT - STANDARDS

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Cameras - Still: b & w photography; rapid process such as Polaroid

8mm - Camera; Editor; Rewind; Splicer

Darkroom: Equipment & supplies for a darkroom are not specified. However, such a facility should be available in connection with the media center

General Use: Copy machines (2 types); Dry mount press & tacking iron; Duplicating machine; Lettering devices; Paper cutters; typewriter, primary or larger type; Typewriter, regular type

Slides: Camera; Copy stand and camera; Slide reproducing equipment

Tape - Audio - : Tape duplicator; Tape splicing equipment

Transparencies: Infra-red type coping machine; One other type of copying machine

Supplies: Every type of equipment & every production activity requires supplies. These supplies should be budgeted as equipment is purchased. The amount & kind will vary with local needs. Planning should be given to the relationships with equipment, material and supplies.

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE

JUNIOR HIGH SCHOOL

1. Which of the following groups of letters of the alphabet are in the wrong order?

   (a) g-h-i (b) l-m-n (c) r-s-t (d) b-c-d (e) w-u-y

2. Which group of words is in alphabetical order?

   (a) auto, autocrat, automobile, automation, automatic
   (b) autocrat, auto, automobile, automatic, automation
   (c) auto, autocrat, automatic, automation, automobile

3. In which card catalog drawer would the following author be found?
   Alex Paul Huntley

   (a) A - C (b) H - L (c) L - R (d) I - K

4 Which of the following groups of words is in alphabetical order?

   (a) lash, lass, lassie, lasso, last
   (b) lass, lash, lassie, lasso, last
   (c) lash, last, lass, lassie, lasso

5. Which of the following shows correct filing?

   (a) rude before ruddy
   (b) namely before name
   (c) brow before brim
   (d) interval before interview
   (e) fracture before fraction

(a) lash, lass, lassie, lasso, last
(b) lass, lash, lassie, lasso, last
(c) lash, last, lass, lassie, lasso

5. Which of the following shows <u>correct</u> filing?

(a) rude before ruddy
(b) namely before name
(c) brow before brim
(d) interval before interview
(e) fracture before fraction

6. Which book would come first in the order of books on the shelf?

(a) Williams, Eric - <u>The tunnel</u>
(b) Archibald, Joe - <u>Catcher's choice</u>
(c) Gates, Doris - <u>North Fork</u>
(d) Bonham, Frank - <u>Burma rifles</u>
(e) Clarke, Arthur C. - <u>Dolphin Island</u>

7. Which of the following books of fiction would appear last on a shel

(a) Scholz, Jackson - <u>Batter up</u>
(b) Sandoz, Marl - <u>The horse catcher</u>
(c) Scholz, Jackson - <u>Halfback on his own</u>
(d) Seredy, Kate - <u>The singing tree</u>
(e) Seredy, Kate - <u>The Good Master</u>

8. Given the "call number" 383.2 after which number in this sequence would it follow?

(a) 371.2 (b) 383.12 (c) 395 (d) 398.3 (e) 399.401

9. Which of the following titles would be found by using the "A" tray of the card catalog?

(a) The song of the swan.
(b) An old story.
(c) A little child.
(d) And now, Miguel!
(e) A book about atoms.

10. Which of the following books is a book of fiction?

(a) An introduction to birds. by John Kieran
(b) Mystery at Land's End, by Marg Nelson
(c) Electronics for young people, by Jeanne Bendick
(d) Weather in your life, by Irving Adler
(e) Compact history of the Civil War, by Ernest Dupuy

11. The Table of Contents is a list of chapters or sections of a book arranged by:

(a) Importance of subject
(b) Main topic of the book
(c) Topics by page number

12. How is the book, Born free, located on the shelves when the author is no known?

(a) Ask a student at the check-out desk
(b) Check the shelf of animal stories
(c) Check the card catalog for author and call number

13. To find the author, title, and publisher of a book, look at:

(a) The appendix
(b) The index
(c) The title page

(a) Importance of subject
(b) Main topic of the book
(c) Topics by page number

12. How is the book, Born free, located on the shelves when the author is no known?

(a) Ask a student at the check-out desk
(b) Check the shelf of animal stories
(c) Check the card catalog for author and call number

13. To find the author, title, and publisher of a book, look at:

(a) The appendix
(b) The index
(c) The title page
(d) The glossary
(e) The table of contents

14. Given the "call number" 973.15 which number in this sequence
E
would it follow?

(a) 973 A (b) 973.15 D (c) 973.15 G (d) 973.35 C (e) 978.15 D

15. The copyright date of a book is found:

(a) On the title page
(b) On the back of the title page
(c) In the preface

16. A bibliography is:

(a) The story of a person's life
(b) An index
(c) A list of books, etc.

17. Book of fiction are arranged on the shelves alphabetically by:

(a) Title (b) Author (c) Subject (d) Size (e) Number

18. Non-fiction books are arranged on the shelves in:

(a) Chronological order (b) Numerical order (c) Alphabetical order

19. The Reader's Guide is the library's guide to:

(a) The best literature for readers
(b) Up-to-date magazine material
(c) How to find books in the library
(d) How to find audio-visual materials
(e) Newspapers

20. Which of the following is a "call number" for a book?

(a) c1929 (b) 325p (c) 808.1 D (d) 35/7 (e) 4/13/70

21. The initial or name used in the "call number" of a biography (921) is that of:

(a) The title of the book
(b) The person the book is about
(c) The illustrator of the book
(d) The editor of the book

Example: 921 LINCOLN

22. In the notation in the Reader's Guide, "Time 22:7 Ap 21 '61, the number 7 stands for:

(a) The number of copies of Time magazine in the library

(c) How to find books in the library
(d) How to find audio-visual materials
(e) Newspapers

20. Which of the following is a "call number" for a book?

(a) c1929 (b) 325p (c) 808.1 (d) 35/7 (e) 4/13/70
D

21. The initial or name used in the "call number" of a biography (921) is that of:

(a) The title of the book
(b) The person the book is about
(c) The illustrator of the book
(d) The editor of the book

Example: 921
LINCOLN

22. In the notation in the Reader's Guide, "Time 22:7 Ap 21 '61, the number 7 stands for:

(a) The number of copies of Time magazine in the library
(b) The page number on which the article is to be found
(c) The years left in the library's subscription

23. The notation in an atlas, "Santa Barbara 21 D5," means that:

(a) Santa Barbara can be found on a map on page 5
(b) Santa Barbara can be found on a map where lines D and 5 cross
(c) Santa Barbara can be found on a map in Volume 21

24. Books in the 500 class number are in the field of:

(a) Literature (b) Education (c) Science (d) Religion (e) Sports

25. A book with the call number 920 contains the biographies of more than one person. Which one of the following is not a 920 biography?

(a) Great leaders of destiny
(b) Abe Lincoln grows up
(c) The presidents of the United States
(d) Great American Negroes
(e) Great baseball pitchers

26. To find the most recent material the library has on the Santa Barbara Oil Spill, you will look in:

(a) World Almanac
(b) The Reader's Guide
(c) Statesmen's Yearbook
(d) Encyclopedia Britannica
(e) Famous first facts

27. Biographies of people who are in the recent news can be found in:

(a) Current biography
(b) Encyclopedia
(c) International index
(d) Who was who
(e) Lincoln Library

28. Dictionaries are used primarily to find the definition and spelling of words. The dictionary is the best source to find:

(a) Pronunciation
(b) Derivations
(c) Synonyms
(d) Meanings
(e) All of these

29. In the library it is important to know your alphabet because you need it:
(a) to locate maps in books
(b) to be able to locate non-fiction books
(c) to locate fiction books
(d) to be able to spell
(e) to locate the call number of books on the shelves

29. In the library it is important to know your alphabet because you need it:
(a) to locate maps in books
(b) to be able to locate non-fiction books
(c) to locate fiction books
(d) to be able to spell
(e) to locate the call number of books on the shelves

30. The lowest number in the following group of classification number is:

(a) 629.8 (b) 629.13 (c) 629.133 (d) 629.2 (e) 629.02

31. To locate a book of fiction on the shelves you must know:

(a) The "call number" (b) The title (c) The author (d) The subject (e) The date

32. An encyclopedia is a book or books with the following arrangement:

(a) Words in alphabetical order
(b) A book with many chapters
(c) Subjects in alphabetical order
(d) A concise account of the lives of famous people

33. One of the following is <u>not</u> found on the title page:

(a) Author (b) Title (c) Publisher (d) Introduction
(e) Date

34. The card catalog does <u>not</u> answer one of these questions:

(a) Does the library have a certain book?
(b) How many copies of a book does the library have?
(c) Does the library have a book on a certain subject?
(d) How many books by an author does the library have?

35. An "entry" in the <u>Reader's Guide</u> refers to:

(a) Magazine article
(b) Name of magazine and volume number
(c) Date
(d) Page number
(e) All of these

36. To find what books the library has on Japan, you should first:

(a) Look in the history and geography sections of the shelves
(b) Ask the librarian
(c) Check the Dewey Decimal chart
(d) Check in the card catalog
(e) Check the author

37. The <u>Reader's Guide</u> helps locate information in:

(a) Books (b) Pamplets (c) Magazines (d) Filmstrips
(e) Records

38. One of the following is not a classification number:

(a) Look in the history and geography sections of the shelves
(b) Ask the librarian
(c) Check the Dewey Decimal chart
(d) Check in the card catalog
(e) Check the author

37. The Reader's Guide helps locate information in:

(a) Books (b) Pamplets (c) Magazines (d) Filmstrips
(e) Records

38. One of the following is not a classification number:

(a) 398 (b) 921 (c) 540.2 (d) 1910 (e) 591.9794

39. On a catalog card the "call number" is located:

(a) In the upper right hand corner
(b) In the center
(c) In the lower left hand corner
(d) At the edge
(e) In the upper left hand corner

40. If a book or catalog card has no Dewey Decimal number the book:
(a) is fiction
(b) does not belong in the library
(c) is non-fiction
(d) does not circulate
(e) is a reference book

41. The glossary of a book tells

(a) The title of each chapter
(b) The spelling and meaning of important words
(c) The names of people in the book
(d) Gives a list of other books

42. To check quickly whether a given book has information on a subject, you should check:

(a) The glossary
(b) The table of contents
(c) The index

43. The "call number" for the book, How do I love thee?, a biography about Elizabeth Browning, by Helen Waite, will be:

(a) 291 W (b) 921 Waite (c) 92 B (d) 921 Browning (e) 921 Elizabeth

44. To locate a book of non-fiction on the shelves you must know:

(a) The "call number" (b) The title (c) The author
(d) The subject (e) The date

358.4
C Colby, Carroll B
Countdown, the story of our missile bases.
Coward-McCann, 1960
48 p illus

Clarke, Arthur C
Dolphin Island; a story of the people of the sea.
Holt, 1963
186 p

358.4
C
Colby, Carroll B
Countdown, the story of our missile bases.
Coward-McCann, 1960
48 p illus

Clarke, Arthur C
Dolphin Island; a story of the people of the sea.
Holt, 1963
186 p

SMOG SEE

AIR POLLUTION

CIVILIZATION SEE ALSO

MIDDLE AGES

951
L
CHINA-CIVILIZATION
Latourette, Kenneth S
China. Prentice-Hall, 1964
251 p illus

A wrinkle in time.
L'Engle, Madeleine
A wrinkle in time. Farrar, Straus and Cudahy, 1962
211 p

THE FOLLOWING QUESTIONS PERTAIN TO THE SAMPLE CARDS PRESENTED ABOVE. PLEASE ANSWER THE QUESTIONS WITH THESE CARDS IN MIND.

45. The following information can <u>not</u> be found on a catalog card:

(a) The number of pages in the book
(b) The copyright date
(c) The publisher
(d) The table of contents
(e) The author

46. The following information is often found on a catalog card:

(a) When the library purchased the book
(b) Whether the book has illustrations
(c) How many copies of the book the library has
(d) The price of the book
(e) How many chapters the book has

47. In the call number, 951 the letter L refers to:
L

(a) The title (b) The subject (c) The author (d) The publisher
(e) The illistrations

48. When the author's name is on the top of the catalog card, it is called:

(a) An index card
(b) A cross reference card
(c) An author card
(d) A title card
(e) A subject card

49. A catalog card that says - SMOG SEE AIR POLLUTION - MEANS:

(a) The library has no material about smog
(b) The library has smog under the subject AIR POLLUTION
(c) The library has material under both subjects

50. A catalog card that says "CIVILIZATION" SEE ALSO MIDDLE AGES means that:

(b) A cross reference card
(c) An author card
(d) A title card
(e) A subject card

49. A catalog card that says - SMOG SEE AIR POLLUTION - MEANS:

(a) The library has no material about smog
(b) The library has smog under the subject AIR POLLUTION
(c) The library has material under both subjects

50. A catalog card that says "CIVILIZATION" SEE ALSO MIDDLE AGES means that:

(a) The library has no material under CIVILIZATION
(b) The library has material only under MIDDLE AGES
(c) The library has material under both CIVILIZATION and MIDDLE AGES

MULTIPLE CHOICE TEST FOR LIBRARY SKILLS AND KNOWLEDGE
Diagnostic gr. 10, Evaluative gr. 12 1970A Edition

1. To find what books the library has on Russia, one should look first (a) in the geography books (b) in the card catalog (c) in the Readers' Guide

2. The best place to look for very recent material on a subject is in the (a) card catalog (b) encyclopedia (c) Readers' Guide

3. The card catalog is to the library as (a) the index is to a book (b) the table of contents is to a book (c) the glossary is to a book

The following is a sample card from the card catalog. Questions 4, 5, and 6 refer to this example.

Sample Card

SUBMARINES

627 Ellsberg, Edward
Ell On the bottom. New York, Macmillan, 1929.
234p. illus.

4. The sample card is called a (a) title card (b) author card (c) subject card

5. The call number in the sample card is (a) 234p (b) 1929 (c) 627-

Macmillan, 1929.
234p. illus.

4. The sample card is called a (a) title card (b) author card (c) subject card

5. The call number in the sample card is (a) 234p (b) 1929 (c) 627 E

6. The publisher on the sample card is (a) Edward (b) Ellsberg (c) Macmillan

OKLAHOMA - FICTION

Fic Steinbeck, John
Ste Grapes of wrath. Viking
1939.
619p.

7. On the library shelves, the above book is located under (a) Grapes of wrath (b) OKLAHOMA - FICTION (c) Steinbeck, John (d) 619p

8. If you want the most recent information on Israel, which book would you select?

(a)
956.94 Smith, John
Smi Israel a modern history. Macmillan, c1963.

(b)
956.94 Johnson, Dick
Joh Israel today. Random, c1960.

9. Check the group of subjects arranged in the correct order for the card catalog.

(a) U.S. History - War of 1812
U.S. History - Civil War 1861-1865
U.S. History - 1898-1919

(b) U.S. History - Civil War 1861-1865
U.S. History - 1898-1919
U.S. History - War of 1812

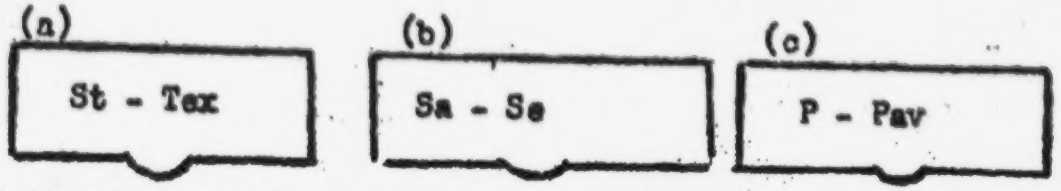
(c) U.S. History - 1898-1919
U.S. History - Civil War 1861-1865
U.S. History - War of 1812

10. There is a special rule for names spelled with Mac and Mc in the library card catalog. Check the group of names correctly arranged.

(a) MacBride, George
Macdonald, Angus
McBride, Robert
McDonald, James

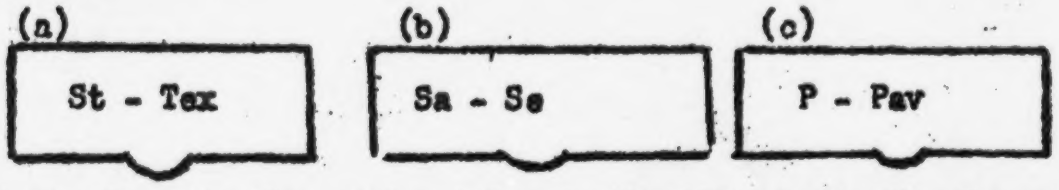
(b) MacBride, George
McBride, Robert
Macdonald, Angus
McDonald, James

11. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered



12. The quickest place in the card catalog to find the book, The Trumpeter of Krakow, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

11. Material on the city of St. Paul, Minnesota would be found in the card catalog drawer lettered



12. The quickest place in the card catalog to find the book, The Trumpeter of Krakow, would be under (a) Krakow (b) Musical instruments (c) Trumpeter (d) The

13. The quickest place in the card catalog to find the book A Day in Old Rome, would be under (a) A (b) Day (c) Rome

The following are sample cards from the card catalog. Questions 14 and 15 refer to these examples

(a)

SPORTS
See also
names of sports e.g. FOOTBALL

(b)

TEEN AGE
see
YOUTH

14. Does the library have any books listed under football? (a) yes (b) no

15. Does the library have any books listed under teen-age? (a) yes (b) no

16. When you cannot find a book on a subject, the library may still have material in the (a) author file (b) reference file (c) pamphlet file

17. In a library a book catalog is (a) a book that lists catalogs (b) a catalog used to order new books (c) card catalog information printed in a book form

18. "R" before or above a book's call number indicates that it is a (a) reference book (b) recent book (c) reserved book (d) requested book

19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book.

20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author

(d) requested book

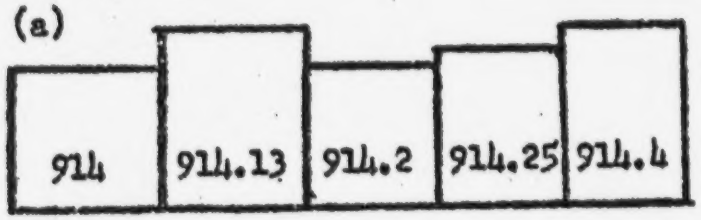
19. The Dewey Decimal number stands for the (a) title (b) subject (c) author of a book.

20. Non-fiction books are arranged on the shelf by (a) title (b) subject (c) author

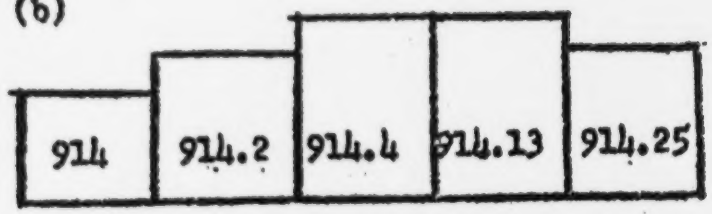
21. Books with Dewey Decimal numbers are (a) fiction (b) mystery (c) non-fiction

22. Check the books in the correct order on the shelf according to Dewey Decimal arrangement.

(a)



(b)



23. Individual biography is arranged on the shelves by call number (921) and then alphabetically by (a) author (b) title (c) person who is the subject of the book

24. Fiction is arranged on the shelves alphabetically by (a) author (b) subject (c) title

25. The arrangement in the Readers' Guide is alphabetically by (a) author only (b) by author and subject (c) title only

The following is an entry from the Readers' Guide. Questions 26, 27, 28, 29 refer to this example.

Amateur scientist; experiment in animal behavior. E. Neville. Sci Am 215:135-6 D' 66

26. In this entry, D'66 is the (a) page number (b) volume number (c) date of magazine

27. In this entry, 215 is the (a) page number (b) volume number (c) year

28. In this entry, 135-6 is the (a) volume number (b) page number (c) column number

29. The article is to be found in the magazine (a) Amateur Scientist (b) Neville (c) Scientific American

30. Fiction can be found in (a) National Geographic (b) Time (c) Readers' Digest

31. A current events magazine is (a) Ladies' Home Journal (b) Time

30. Fiction can be found in (a) National Geographic (b) Time
(c) Readers' Digest

31. A current events magazine is (a) Ladies' Home Journal (b) Time
(c) National Geographic

32. The quickest way to find out how many people were arrested for violating narcotic drug laws last year, look in (a) an almanac
(b) the pamphlet file (c) the Readers' Guide

33. To find information about a famous living person, look in (a) Dictionary of American Biography (b) Who was Who (c) Current Biography

34. To find synonyms and antonyms, look in (a) an almanac (b) a thesaurus
(c) an encyclopaedia

35. To quickly find a fact within a book you use the (a) index (b) appendix
(c) table of contents

36. To find the words of famous people on a subject of interest, look in
(a) Roget's Thesaurus (b) Twentieth Century Authors
(c) Bartlett's Quotations

37. Pseudonym means that (a) the writer is unknown (b) there are two or more authors (c) the writer is not using his true name

38. The part of a book in which to find information for making a bibliography is the (a) title page (b) table of contents (c) index

39. The appendix of a book gives (a) a list of books used as resources (b) an alphabetical list of subjects in the book (c) supplementary material to the body of the book

40. The glossary of a book tells (a) the page to look on for information (b) definitions of technical or foreign terms (c) a list of books used as resources

41. The part of a book giving the author's purpose in writing is the (a) table of contents (b) bibliography (c) preface

42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book

43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines

44. Microfilm is a good resource when you are looking for (a) motion pictures

42. The table of contents is a list of chapters of a book arranged (a) in no special way (b) alphabetically by the first word (c) in the order in which they appear in the book

43. The best place to quickly find the population of Greece would be (a) a filmstrip (b) a reference book (c) an index to magazines

44. Microfilm is a good resource when you are looking for (a) motion pictures (b) periodical articles (c) filmstrips

45. You want to observe how an octopus moves in water. You do not have a live one in an acquarium so the best thing is to use (a) a filmstrip (b) slides (c) a film loop

46. A break cannot be repaired without loosing something important on a (a) filmstrip (b) tape recording (c) film loop

47. When you give your oral report on Africa, you want to be able to mark on a map as you talk. This can best be done by using (a) a transparency (b) a filmstrip (c) a film loop

48. You wish to listen to a fine performance of classical music. The least satisfactory fidelity would be (a) 1 7/8 ips tape (b) 3 3/4 ips tape (c) 7 1/2 ips tape

49. Since many phonographs have two needles, you must check to see you are using the correct needle. The "LP" needle is <u>not</u> used for (a) stereo (b) 33's (c) 45's (d) 78's

50. Transparencies are used with (a) an opaque projector (b) an overhead projector (c) a synchronized projector

51. A sound filmstrip will work automatically if the record on the sound filmstrip projector is on (a) audible (b) inaudible

52. You have found a good cartoon in a magazine and have decided to make a big copy of it for the bulletin board. The quickest way to do this is to use
(a) an opaque projector (b) a photo-copier
(c) an overhead projector

Do you feel you need more instruction in the following areas?

53. Use of the library (a) yes (b) no

54. How to study (a) yes (b) no

55. Note - taking (a) yes (b) no

56. Outlining (a) yes (b) no

57. Writing term papers (a) yes (b) no

55. Note - taking (a) yes (b) no

56. Outlining (a) yes (b) no

57. Writing term papers (a) yes (b) no

58. Taking essay examinations (a) yes (b) no

59. Reading skills (a) yes (b) no

60. When you read, do you think you can usually easily explain why you enjoyed reading something? (a) yes (b) no

APPENDIX 6B

IF YOU ARE A SENIOR AND PLAN TO GO TO COLLEGE - TRY THIS

1. The quickest way to find in which anthology a certain poem appears, look in
(a) The table of contents of each anthology (b) Granger's Index to Poetry
(c) The Home Book of Verse

2. The Book Review Digest lists (a) complete review of books indicating which books are good and which are bad (b) reviews by a staff of book reviewers to try to interest you in buying the book (c) Excerpts of reviews with a citation indicating where you can read the complete review

3. The best place to find a portait of entertainment figures such as Bob Dylan or Glen Campbell is to look in (a) Who's Who in America
(b) Current Biography (c) Contemporary authors

4. A list of books and articles about Ringo Starr can be found by checking
(a) Biography Index (b) Readers' Guide (c) Who's Who in American

5. To find a synonym for an over-used word in an English paper, look in
(a) The Quotation Dictionary (b) Rogets Thesaurus
(c) The Writer's Handbook

6. Of the following magazines a conservative political philosophy is represented
in (a) The Nation (b) The New Republic (c) The National

American

5. To find a synonym for an over-used word in an English paper, look in
(a) The Quotation Dictionary (b) Rogets Thesaurus
(c) The Writer's Handbook

6. Of the following magazines a conservative political philosophy is represented in (a) The Nation (b) The New Republic (c) The National Review

7. Of the following magazines the most liberal political philosophy is represented in (a) U.S. News & World Report (b) The Nation
(c) The National Review

8. Libraries may be arranged by the Dewey Decimal Classification or The Library of Congress Classification. A book in the Library of Congress system would be classified (a) 021 F (b) LB 2803 C2C2 (c) R 973.979 Fre (d) 759.05 C12

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians endorses the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contribution to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or the political or religious views of the author.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be chal-

establish a coercive concept of Americanism, must be challenged by libraries in maintenance or their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

By official action of the Council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

THE FREEDOM TO READ

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

It is contrary to the public interest for publishers or librarians to determine acceptability of a book solely on the basis of the personal history or political affiliations of the author.

The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book, author as subversive or dangerous.

It is the responsiiiiity of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the

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It is the responsiiiiity of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

A statement prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council

May 2 and 3, 1953

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

POLICIES ON INTELLECTUAL FREEDOM IN LIBRARIES

Intellectual Freedom in Libraries

A Statement of Policy

Adopted by California Library Association
School Library Association of California

A. Preamble

The following statement of policy was developed by the Intellectual Freedom Committee of the California Library Association and Book Selection Policies Committee of the School Library Association of California. These professional associations are directly concerned with the freedom of all members of a democratic society to read what they will in the course of making the social, educational, and political judgments on which that society is based. Without such freedom the very fabric of democracy is in danger. There is evidence that books and libraries are the chief bastion against the pressures toward conformity which are in large part already overwhelming the motion picture, radio and television, and the press. Only in libraries can the interested student easily find record of the past, and only in libraries can the interested citizen hope to find all the relevant facts concerning current controversial issues. It is appropriate that librarians should deem their freedom, and that of their libraries, of the utmost importance to the continued [illegible] of democracy.

B. Authority

Through their respective Executive Boards the Associations have empowered the Intellectual Freedom Committee of the California Library Association and the Book Selection Policies Committee of the School Library Association of California to act in their behalf in all four areas of concern described below. These areas of con-

Through their respective Executive Boards the Associations have empowered the Intellectual Freedom Committee of the California Library Association and the Book Selection Policies Committee of the School Library Association of California to act in their behalf in all four areas of concern described below. These areas of concern constitute continuing responsibilities of the two Committees, acting separately or together, until this Statement of Policy is amended or revoked.

C. Areas of Concern

1. The Associations are concerned with watching for proposed legislation at the state, local, and school district level which might place library collections in jeopardy, or which might restrict, prejudice, or otherwise interfere with the selection, acquisition, or other professional activities of librarians.

The Committees are instructed to write letters to and talk with legislators and administrators to present the Associations' point of view, and to appear before legislative and administrative committees in the interest of preserving freedom of the press and the right to read.

2. The Associations are also concerned with legislation at the state, local, and school district level which tends to strengthen the position of libraries and other media of communication as instruments of knowledge and culture in a free society.

The Committees are instructed to watch for legislation in the general field of the communication of knowledge and ideas which the Associations might desirably support as being beneficial to the whole concept embodied in the phrase "Freedom to Read." The committees are instructed to inform the Association memberships

of such pending legislation, to present their recommendations, and to tender the Associations' support to such legislation.

3. The Associations are concerned with proposed or actual restrictions imposed by administrative authority on library materials or on the selection judgments, order procedures, or administrative practices of librarians.

The Committees are instructed, at will or on request of either party to a controversy, to (a) determine the facts; (b) develop a statement of the Associations' position in relation to this statement of policy; (c) present the Associations' position to all interested parties, including the Press, when, in the Committees' judgment, this seems wise or necessary.

4. The Associations believe that every library in order to strengthen its own selection process, and to provide an objective basis for the evaluation of that process, should develop an official statement of policy for the selection of library materials.

The Committees are instructed to collect existing selection policies from all types of libraries, to promote their development and official adoption by libraries not yet having them, and to develop sample prototypes of selection policies for the guidance of librarians writing such policies.

March 18, 1958

Approved
Executive Board Meeting
November 7, 1958

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CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

PROTECTING THE STUDENT'S RIGHT TO READ AND TO BE INFORMED

The California association of School Librarians support the belief that:

...each student has the right to read and to be informed

...each person, including the student himself, has the responsibility to

Approved
Executive Board Meeting
November 7, 1958

- - - - - -

CALIFORNIA ASSOCIATION OF SCHOOL LIBRARIANS

PROTECTING THE STUDENT'S RIGHT TO READ AND TO BE INFORMED

The California association of School Librarians support the belief that:

...each student has the right to read and to be informed

...each person, including the student himself, has the responsibility to protect this right to read and to be informed

...each student has the right to study and discuss significant moral, scientific, social, economic and political issues

...each student must have access to a wide variety of books and other materials related to the curriculum and to his personal needs

...each type of learning material must be evaluated in terms of the course of study, methods of teaching, and the personal growth and development of the student

...each student according to his maturity level, has the right to access and use of these materials in order to develop an ability to exercise critical judgment, make wise choices, and be a contributing member of a democratic society

APPENDIX 13D

...any attempt to impose specific ideas or to limit the thinking of students must be withstood

Betty Boll moved that we approve Protecting the Students Right to Read and be Informed as amended and read by Paul Crawford, member, Instructional Materials Committee. Seconded by Bob Muller. Motion carried.

Approved
Executive Board Meeting
August 27, 1966

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A RESOLUTION
California Association of
School Librarians

Be it resolved that the California Association of School Librarians is vigorously opposed to any law, however well intentioned, which, curtails intellectual freedoms by denying access to literature, art and museum objects, motion pictures and other media of communication on the grounds that such matter is obscene, pornographic, or indecent without the proper legal safeguards as interpreted by the United States Supreme Court to protect works of art or literature from arbitrary or capricious censorship.

Be it further resolved that the California Association of School Librarians is therefore opposed to the following proposed bills:

A.B. 9; S.B. 79; S.B. 79; S.B. 96 as failing to provide those safeguards and/or being so vague and imprecise so as to render the law unworkable.

Approved
Executive Board Meeting

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Approved
Executive Board Meeting
April 1, 1967

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TO: School Administrators

FROM: State Board of Education

SUBJECT: Resolution pertaining to local discretion in the selection and retention of books

The State Board of Education at its meeting in Los Angeles on May 24, 1963, adopted the following resolution:

> BE IT RESOLVED, that books in our public schools should continue to be chosen by local school district librarians, teachers, and school officials for the purpose of satisfying the educational needs of the serious student and the inquiring mind; and
>
> BE IT FURTHER RESOLVED that any pressure to restrict the choice of local schools, or to remove books from local school libraries should be resisted, whether the pressure comes from local groups espousing a particular point of view or from state officials.

STATEMENT ON LABELING

In view of our own convictions and those of other practicing librarians whose counsel we sought, the Committee on Intellectual Freedom recommends to the ALA Council the following policy with respect to labeling library materials.

Librarians should not use the technique of labeling as a means of predisposing readers against library materials for the following reasons:

1. Although totalitarian states find it easy and even proper, according to their ethics, to establish criteria for judging publications as "subversive," injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association has a responsibility to take a stand against the establishment of such criteria in a democratic state.

2. Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library.

3. No one person should take the responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of material which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labeled a book or magazine pro-communist might be sued for libel.

4. Labeling is an attempt to prejudice the reader, and as such, it is a censor's tool.

5. Labeling violates the spirit of the Library Bill of Rights.

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6. Although we are all agreed that communism is a threat to the free world, if materials are labeled to pacify one group, there is no excuse for refusing to label any item in the library's collection. Because communism, fascism, or other authoritarians tend to suppress ideas and attempt to coerce individuals to conform to a specific ideology, American librarians must be opposed to such "isms." We are, then, anticommunist, but we are also opposed to any other group which aims at closing any path to knowledge.

Unanimously adopted by the American Library Association Council, July 13, 1951.

GENERAL STATEMENT OF POLICY REGARDING SELECTION OF INSTRUCTIONAL MATERIALS

6161.1

The Board of Education shall seek to provide books and all other appropriate types of material of the highest literary quality, and scholarship standards, and production techniques that meet the objectives of the educational program; and that comply with provisions of the California Education Code, Title V of the California Administrative Code, and policies of the Board as hereinafter set forth.

In attaining this goal, the Board of Education reaffirms the statement on purposes and objectives of the Santa Barbara School District(s), adopted June 21, 1962, revised February 8, 1968; and sets forth the following additional principles as operational guides for the selection of books and other published materials or audio-visual media.

1. The adoption of textbooks for use in Santa Barbara Secondary Schools is a legal responsibility of the Board of Education. The process of selecting and evaluating instructional materials for use in the schools is primarily a professional responsiblility by personnel deemed most competent for this task by virtue of their professional training, experience, and assignments.

2. Freedom to read and freedom of the press are inseparable parts of the total concept of freedom upon which our society is based. In a free society, differences of opinion may develop relative to the appropriateness of instructional materials selected for use in the schools. It is the duty of the Board and the staff to consider objectively any questions in this regard. It is also the duty of the Board and staff to guard against pressures by individuals and groups who wish to use the schools as instruments of biased views through exclusion or removal of instructional materials with which they do not agree, or through inclusion

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References: Education Code §§ 7501-10303
Title V, California Administrative Code, Sections 42-56
Board Policy on Purposes and Objectives #6120

SANTA BARBARA SCHOOL DISTRICT
SANTA BARBARA HIGH SCHOOL DISTRICT
Adopted by Board of Education February 20, 1964; Revised June 19, 1969

Inter-Office Memorandum

Santa Barbara School Districts

To: Secondary Principals

From: Arthur H. North

Date: September 19, 1969

Subject: Family Life/Sex Education

The new state legislation on Family Life/Sex Education instruction requires that any written or audio-visual material used in a class in which human reproductive organs and their functions and processes are described, illustrated, or discussed, shall be available for inspection by parent or guardian prior to the holding of the course.

As noted in our letter to parents, materials for instruction in Family Life/Sex Education will be available for examination in our Health Instruction Office. In order that we may have a complete set, please send to Mrs. Henriksen by Friday, September 26, one copy of any instructional material for class use that describes, illustrates, or discusses the functions and processes of the human reproductive organs.

Related supplementary or library material may also be available in your school for study by individual students or small groups. When such material is used for instruction of a class, parents must be given the opportunity to examine it. Certificated personnel directly responsible for use of such material not deposited in the Health Instruction Office should be reminded of their responsibility.

You may want to schedule a

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Related supplementary or library material may also be available in your school for study by individual students or small groups. When such material is used for instruction of a class, parents must be given the opportunity to examine it. Certificated personnel directly responsible for use of such material not deposited in the Health Instruction Office should be reminded of their responsibility.

You may want to schedule a meeting for teachers and librarians to discuss mutual legal responsibilities and to establish effective procedures. Mr. Barkelew, Mrs. Henriksen, and Dr. Barron are available for such meetings.

AHM/jh

copies: Mrs. Henriksen
Mr. Barkelew
Dr. Barron

PROCEDURE FOR HANDLING CHALLENGES OR CRITICISMS CONCERNING BOOKS OR OTHER INSTRUCTIONAL MATERIALS

6161.15

Whenever a citizen of the District(s) wishes to register a suggestion or criticism concerning instructional material recommended for Board adoption or in current use, he shall be expected to provide the following information in writing to the Superintendent of Schools in order that his viewpoint may be considered thoroughly and objectively:

1. His personal name, address, and telephone number;
2. Date of communication;
3. Group or organization, if any, which he represents;
4. Author, title, publisher, and copyright date of subject publication;
5. Specific reasons for suggestion or criticism;
6. Page reference for each objection, and specific nature of each objection;
7. Suggested disposition of material being challenged--exclude or withdraw from all students; reconsider in comparison with other specified materials; substitute another specified age group of students for whom materials shall be made available; other disposition; and
8. Suggestions, if any, on other materials he considers to be more appropriate, and reasons for his opinion.

The Superintendent shall inform the Board of Education regarding the challenge, and he shall present a recommendation for the Board's consideration as early as feasible. The Superintendent's recommendation shall be based on the recommendation of an advisory committee of appropriate professional staff members appointed to re-evaluate the materials under consideration, and to evaluate the suitability in relation to materials proposed by the staff of materials suggested by the person

from all students; reconsider in comparison with other specified materials; substitute another specified age group of students for whom materials shall be made available; other disposition; and

8. Suggestions, if any, on other materials he considers to be more appropriate, and reasons for his opinion.

The Superintendent shall inform the Board of Education regarding the challenge, and he shall present a recommendation for the Board's consideration as early as feasible. The Superintendent's recommendation shall be based on the recommendation of an advisory committee of appropriate professional staff members appointed to re-evaluate the materials under consideration, and to evaluate the suitability in relation to materials proposed by the staff of materials suggested by the person registering a challenge. Representative citizens of the community who are authoritative experts in the subject matter of the publication being challenged may also be consulted to assist the committee in reaching an objective recommendation.

The review of questioned or challenged materials shall be treated objectively and as an important matter. Questions on the appropriateness of such materials shall be considered in the light of whether there is substantial factual evidence in the contents of the material itself which would lead a reasonable person to concur with the challenge.

In the case of materials recommended for Board adoption, adoption of the questioned item shall be tabled pending further review, and decision by the Board regarding the validity of the challenge. Materials in current use shall be continued in use pending the Board's decision on their retention or withdrawal.

The citizen shall be informed in writing of the Board's decision relative to his suggestion or criticism.

SANTA BARBARA SCHOOL DISTRICT
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